

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

> Academic Year 2017-2018

This catalog is published for the purpose of providing information about 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. 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

University of the Ozarks is fully accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500Chicago, IL 60604-1411; (800) 621-7440; <u>http://www.hlcommission.org</u>.

The Division of Education at University of the Ozarks is accredited by the National Council for Accreditation of Teacher Education (NCATE), <u>www.ncate.org</u> and is pending accreditation by the Council for the Accreditation of Educator Preparation (CAEP), <u>http://www.caepnet.org</u>. 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 Educational Rights and Privacy Act

University of the Ozarks follows all procedures as required by the Family Educational Rights and Privacy Act. <u>https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</u>

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

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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2017-2018 Academic Calendar

Fall 2017				
New Student Move-In	Aug 17			
Matriculation Convocation	Aug 17			
Orientation and Ozarks				
Experience	Aug 18-19			
Returning Student Move-In	Aug 20			
Opening Convocation	Aug 21			
Classes begin	Aug 22			
Last day to register	Aug 27			
Labor Day Holiday (Offices				
closed)	Sept 4			
Last day to drop a class				
without a 'W'	Sept 6			
Family Weekend	Sep 22-23			
Board of Trustees on campus	ТВА			
Mid-Term (grades due)	Oct 13			
Homecoming Weekend	Oct 13-15			
Fall Break	Oct 19-20			
Last day to drop a class with a				
'W'	Nov 7			
Advising Week	Nov 6-10			
Student Self Serve Pre-				
Registration	Nov 13-20			
Thanksgiving Holiday (offices				
closed)	Nov 22-24			
Last day of classes	Dec 6			
Study day	Dec 7			
Final exams (fall housing				
closes on last exam day)	Dec 8-13			
Senior final grades due	Dec 14			
Commencement (10:30 a.m.)	Dec 16			
All other final grades due	Dec 19			

Spring 2018	
Spring housing opens for	
move-in	Jan 14
Martin Luther King Holiday	Jan 15
Classes begin	Jan 16
Last day to register	Jan 23
Last day to drop a class	
without a 'W'	Jan 26
Mid-Term (grades due)	Mar 9
Spring Break	Mar 19-23
Good Friday Holiday (Offices	
Closed)	Mar 30
Last day to drop a class with a	
'W'	Apr 3
Advising Week	Apr 2-6
Student Self Serve Pre-	
Registration	April 9-16
Board of Trustees on campus	April 27-29
Last day of classes	May 2
Study day	May 3
Final exams (spring housing	
closes on last exam day)	May 4-9
Senior final grades due	May 10
Baccaulaureate &	
Commencement	May 12
All other final grades due	May 15
Summer 2018	
Summer I and II classes	
begin	May 14
Memorial Day Holiday (offices	
closed)	May 28
Summer I classes end	Jun 1
Summer III classes begin	Jun 4
Summer II and III classes end	Jun 22

The University

History

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, 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.

University Core Values

Service

We call one another to offer sustainable, life-affirming service to all we contact. We strive, as well, to offer our service with generosity and joy so that it can be received as a gift. We strive to ensure our energies are spent wisely in the service of all of creation.

Justice

Members of the University of the Ozarks community are called to right injustice. We are committed to engaging with the diversity in our local areas and in the larger world and speaking out when we find mistreatment of any living individual or group. To this end, we seek the courage to look around ourselves, ahead of where we are, and beyond our nearest horizons.

Growth

We are committed to the personal development of all members of the University of the Ozarks community, as well as the communal development of our University and its spirit. We seek to assist one another in identifying our academic, spiritual, personal, and institutional vocations and pathways.

Hospitality

Having been blessed with a beautiful campus, surrounded by ample opportunities to experience the natural environment, we are called to welcome all who visit us, especially those who one might consider an outsider. Our campus and our lives are enriched by guests who enrich our community with new life and new possibilities.

Honesty

University of the Ozarks is a place of communal living – we learn as a community in our academics, we live together in the residence halls, we work together in our offices and conference rooms. In order for our community to flourish, we are called to participate in truth-telling. Owning up to our own mistakes and gently reminding others of ways in which they can do better are essential to building and maintaining our community.

Sabbath

At the heart of the week, members of the University of the Ozarks community stop in a spirit of worship, of jubilee, and of rest and discernment. The importance of this Sabbath is to replenish our souls so that we can finish the race ahead of us mindful of our callings to service, justice, growth, hospitality, and honesty.

Assessment of Student Development

As the core values 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 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 Chief Academic Officer and Assessment Committee every five years.

The Office of Student Affairs 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 accept 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 accepted. www.ozarks.edu/newstudent

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 nonrefundable. The deposit applies to the first semester's billed expenses. <u>www.ozarks.edu/deposit</u>

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. <u>www.FAFSA.gov</u> (Code 001094)

JONES LEARNING CENTER: Students with specific learning disabilities, 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 accepted to the Jones Learning Center are considered accepted to the university. However, some students may be admitted to the university only if they are also accepted to the Jones Learning Center. www.ozarks.edu/jlc

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), the Scholastic Aptitude Test (SAT), or **test-optional admissions**. 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 maybe required to 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 rescinding the offer of acceptance. <u>www.ozarks.edu/new-student/freshman</u>

TRANSFER STUDENTS: Students who have previously attended another college or university after high school graduation but have attempted or earned (completed courses) fewer than 24 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.

Students who have earned 24 transferrable hours or more and attended college for at least two terms 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 accepted. Failure to report attendance at another institution, regardless of whether credit was granted, may result in dismissal from Ozarks. <u>www.ozarks.edu/new-student/transfer</u>

INTERNATIONAL STUDENTS: In order to be consider for admission, international students will need to complete the following process:

1. Fill out the international application form on line: <u>www.ozarks.edu/admissions/apply</u>

2. All supporting documents must be submitted before an admission decision is granted. After admission, the Office of Admission will need official copies of all supporting documents. Supporting documents include:

- Standardized Test Scores/Test-Optional Admissions: Standardized test scores from either the SAT or ACT are highly recommended but are not required.
- Demonstrated English proficiency (IELTS or TOEFL score): All international candidates for admission must prove English language proficiency by at least one of the following:
 - Test of English as a Foreign Language (TOEFL) or comparable instrument. Minimum TOEFL score is 550 paper-based, 78 internet-based
 - A minimum of 6.0 on the International English Language Testing system (IELTS)
 - A minimum of a 450 on the verbal component of the SAT
 - **For transfer students**, two semesters with grades of B or higher in English composition courses at regionally accredited post-secondary institutions in the United States
- Official transcripts and certified English translations if applicable
- Official copy of secondary school diploma (if available)

3. **I-20 and VISA:** International applicants require a Form I20 and F-1 Student Visa to enter and study in the United States. The following steps must be completed in order to receive your Form I20.

- Provide a color copy of your passport.
- Submit the completed and signed Certificate of Finances Form.
- Submit supporting financial documentation. All students are required to demonstrate the financial ability to pay for at least one year of academic and living expenses before being issued an immigration document by University of the Ozarks. All supporting documents must be in English or accompanied by a notarized English translation showing available liquid funds. The financial documents cannot be older than six months at the time of submission to University of the Ozarks in order to be considered valid. These financial documents include, but are not limited to, bank statements and letters, government or organization scholarships and financial guarantee letters.

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 student. 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.

CONCURRENT HIGH SCHOOL STUDENTS: Students who are enrolled in a high school or who are homeschooled in or near Johnson County, may enroll concurrently at Ozarks. High school juniors accepted 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.) the most recent 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 subscore 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 any institution in the interim, may re-enroll at the university. To return to Ozarks following an absence, students must be in good academic standing; students who left on probation will be reviewed by the registrar on a case by case basis.

Students who previously attended Ozarks, but left to attend other institutions or left by academic suspension 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. Students seeking re-admission following academic suspension will have their applications for re-admission reviewed by the chief admission officer and the registrar.

In all cases, students must be in good standing with the Office of Student Affairs and the Office of Administrative Services.

TEST OPTIONAL ADMISSION: In addition to the minimum high school GPA of 2.5, each student must submit at least four options from the lists below. Three supplements must come from the academic requirement list and one from the non-academic options list. Further explanation of these options are listed below.

Academic Requirement

- 1. Two Letters of Recommendation
- 2. Academic Writing Sample
- 3. Interview with a Member of the Admission Committee

Non-Academic Options

- 1. Community Service or Involvement
- 2. Extracurricular Activities
- 3. Personal or Group Achievements

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 Double Occupancy	\$1,700	\$3,400
Room: King, Smith, MacLean Traditional Single Occupancy	\$1,900	\$3,800
Room: Bagwell-Jones / Cary-Wortz / Mabee Hall / Trustee Hall	\$1,875	\$3,750
Room: Bagwell-Jones/Cary-Wortz/Mabee Hall/Trustee Hall	\$2,075	\$4,150
Single Occupancy		
Room: College Avenue/ North Street Apartments	\$2,100	\$4,200
Room: Jackson Street Duplexes per student	\$1,875	\$3,750
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.

Jones Learning Center Services	Per Semester \$11,450	Per Year \$22,900
MISCELLANEOUS DEPOSITS AND FEES	Per Semester	One Time Fee
New Student Tuiton Deposit ¹		\$200
Applied Music Fee ²	\$315	
Communications Practicum Fee	\$25	
First Aid Certification Fee	\$20	
Jones Learning Center Two Day Testing Fee	\$800	
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	

¹ To hold their place in the incoming class, new students must make a deposit of \$200 within thirty days after admission. This deposit applies to the first semester's billed expenses. <u>www.Ozarks.edu/deposit</u>

 $^{^2}$ 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.

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, Jackson Street, and College Avenue 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. <u>www.ozarks.edu/payment</u>

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.gov (code 001094). 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. 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 at a qualifying school.

FEDERAL WORK-STUDY allows students to gain valuable work experience while attending classes full time.

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 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

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 70 percent of work attempeted.

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. 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 the university'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. For students who have a remaining account balances, 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 Office of Student Affairs, this handbook should be consulted for more specific information about matters discussed in this section of the catalog. www.ozarks.edu/life-at-ozarks

Spiritual Life

As a university related to the Presbyterian Church (USA), Spiritual Life and has been an essential component of the university's identity since its inception. As part of our mission, the university believes in bringing together students from all walks of faith together to grow in their person faith and community, while exhibiting our historic Christian values.

The Munger-Wilson Memorial Chapel is the campus hub for Spiritual Life. Weekly worship services are held in the sanctuary when classes are in session on Tuesdays at 11:30AM, led by our University Chaplain; all are welcome to attend. The University Chaplain also organizes various worship services throughout the year along with various programs, including but not limited to, interfaith gatherings, service projects, retreats, conferences, fellowship gatherings, bible studies, and the annual Farmer Lecture. The University Chaplain is also available to meet with students for prayer, pastoral care, spiritual guidance and mentoring.

Cultural Life

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. Both 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 pieces. 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 academic credit through the Production Practicumcourse.

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, 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 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. 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.

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.

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. <u>www.uofoathletics.com</u>

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. The Ozarks Career Journal is a new resource available to all students packed with information and easy to do assessments and tools to enable them to do "career thinking" during their time here at Ozarks. Career Services utilizes Purple Briefcase which provides additional career exploration and job search resources. www.ozarks.edu/career-services

Residential 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 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 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. College Avenue Apartments offer eight, two bedroom apartments for upper-level students. Jackson Street Apartments offer ten, two bedroom apartments for upper class students.

RESIDENCE HALL STAFF Residence halls are staffed by Assistant Directors (AD's) and Resident Assistants (RA's). Assistant Directors live in the residence halls and are responsible for the halls' overall operation. The RA's are student staff members who help other students adjust to the college environment by serving as peer advisors and leaders in the halls. RA's 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 turning twenty–one prior to the beginning of the fall academic term. Requests for exceptions to this policy must be filed in writing to the Office of

Student Affairs and should be made prior to the beginning of the academic year. 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 Services

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 Services

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 being 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 Office of Student Affairs, as well as their professors.

Student Organizations and Activities

Student organizations at University of the Ozarks play a significant role in the student's life at the university. It is the philosophy of Student Affairs 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.

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

at Ozarks. All students are invited to get involved in one or all of the many committees created by the Board. Visit the Student Engagement 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 toenrich 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 to the award of credit hours.

Degrees

BACHELOR OF ARTS degrees may be earned by students with majors in art, communication, English, history, music, philosophy, political science, 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 education, environmental studies, health science, mathematics, physical education, 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 120credit 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 <u>120 college-level* credit hours</u>
- Complete all courses in the <u>major</u> with a minimum of C- (or P in courses offered only on a P/D/F basis)
- Complete all courses in the <u>minor</u> with a minimum grade of C- (or P)
- Complete a minimum of <u>forty upper-level hours</u>; 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), students must complete all Ozarks Experience requirements and all students must complete courses which demonstrate competencies in writing, speech 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 <u>application</u> 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

<u>academic standing</u>," satisfactory progress, "<u>academic college level</u>," 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 120 college-level credit hours, fulfill all degree 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 120 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. Students who choose two majors from different fields of study must complete a minor in the field of study outside of the two majors. 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 each from different fields of study. As students complete the required majors and minors for the LENS program, students may not double count more than two courses towards the fulfillment of those requirements.

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.

MINORS The following 38 minors are offered: American studies, accounting, art, biology, business administration, chemistry, classics, communication (film studies, media production, or strategic communication), 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.

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 who choose two majors from different fields of study must complete a minor from the field of study outside of the two majors. Students must be advised by appropriate discipline advisors for each major. Please consult with the Registrar for further information on this process.

Other Degree Requirements

UPPER-LEVEL HOURS REQUIREMENT A minimum of forty upper-level hours is required for any bachelor's degree. For the Bachelor of General Studies, a minimum grade of C- is required for all courses counted in these forty upper-level hours. Students must have attained at least sophomore level status to enroll in 3000- or 4000-level courses.

RESIDENCE REQUIREMENT A student's last thirty semester hours of academic work must be completed while 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 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:

А	4.0	С	2.0	1	Incomplete	Н	Honors
A-	3.7	C-	1.7	W	Withdrawal	R	Satisfactory
							Progress
B+	3.3	D+	1.3	WP	Withdrawal	S	Satisfactory
					Passing		
В	3.0	D	1.0	WF	Withdrawal Failing	U	Unsatisfactory
B-	2.7	D-	.7	Р	Pass	AU	Audit
C+	2.3	F	0		Fail	AUF	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 the mid-term 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 verage while completing twelve or more hours of academic average while completing twelve or more hours of academic work. To appear on the president's list, students of academic work. Students who maintain high levels of work may graduate with honors. Those whose

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).

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).

ACADEMIC STATUS Academic progress is a critical component to successful program and degree completion at University of the Ozarks. The academic progress of students is monitored at the end of each term. Those students whose quality of academic work is such that progress toward graduation is in jeopardy will be notified of Academic Warning, Academic Probation, or Academic Suspension. The purpose of these notifications is to serve as a warning, not to be a penalty.

Good Academic Standing

Students are considered to be in Good Academic Standing who:

- 1) Have a cumulative GPA of 2.0 or better (or 1.7 or better at end of first semester); and
- First time or transfer freshman students must have completed a minimum of 24 semester hours in the first year, 54 semester hours in the second year, 86 semester hours in the third year, and 120 semester hours in the fourth year; or
- 3) Students transferring 30 or more semester credit hours must have completed a minimum of 30 semester hours in each academic year.

Credits earned in interim terms will be counted in the academic year totals.

Academic Warning

Students will be placed on Academic Warning upon the following:

- 1) First-time, first semester students with a term GPA of less than 1.7; or
- 2) Any other first semester students who do not maintain the minimum cumulative GPA of 2.0; or
- 3) Any student enrolled in Ozarks Experience who completes the course with a grade less than C-, regardless of hours completed or cumulative GPA
 - or
- 4) Violation of University of the Ozarks' statement of Academic Integrity, per recommendation of the Academic Standing Committee

While on academic warning, the Academic Standing Committee, at its discretion, may place limits or conditions on the registration of those students who are on academic warning, e.g. to work with academic advisors and the Robson Student Success Center (RSSC) to develop strategies for improvement during the following term.

Students are removed from Academic Warning in the following term if their academic performance aligns with the standards of Good Academic Standing.

Academic Probation

Students will be placed on Academic Probation upon the following:

- 1) Have not maintained a cumulative GPA of at least 2.0; or
- 2) Have not completed the minimum credit hours required for good academic standing
 - or
- 3) Violation of University of the Ozarks' statement of Academic Integrity, per recommendation of the Academic Standing Committee.

Students placed on Academic Probation will not be permitted to enroll in more than 15 credits per semester.

Students placed on Academic Probation will not be allowed to represent the institution, e.g. participate in intercollegiate athletics and/or student leadership and some student employment.

Students who do not return themselves to good academic standing after one semester of probation may be continued on academic probation if the student has earned at least a 2.25 semester GPA and has completed a minimum of 12 semester hours in the prior semester of probation.

Students may appeal this status given extenuating circumstances. All appeals will be directed to the Chair of the Academic Standing Committee.

Students are removed from Academic Probation in the following term if their academic performance aligns with the standards of Good Academic Standing.

Academic Suspension

Students will be placed on Academic Suspension upon the following:

- 1) Have previously been placed on Academic Probation or continued on Academic Probation; and
- 2) Have not maintained a cumulative GPA of at least 2.0; or
- 3) Have not completed the minimum credit hours required for good academic standing
 - or
- 4) Violation of University of the Ozarks' statement of Academic Integrity, per recommendation of the Academic Standing Committee.

Students may appeal this status given extenuating circumstances. All appeals will be directed to the Chair of the Academic Standing Committee. 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. Students who are placed on 2nd Academic Suspension shall be required to be absent from the Institution for two consecutive traditional academic semesters 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 Dismissal (Expulsion)

Students will be academically dismissed or expelled from the University for the following:

- 1) Have not maintained good academic standing after a 2nd Academic Suspension; or
- 2) Completed a 2nd semester of Ozarks Experience with a grade of lower than C-.

Committee Philosophy Statement

The Academic Standing Committee is charged to uphold the University mission with Christian values and ethics and is allowed discretion in policy in the review of each academic record by the standards noted above. Committee membership includes the following:

Registrar, Chair Dean of Students

Director of Admission and Financial Aid

1 Academic Dean; selected by the Deans and delegated prior to each committee meeting. Director of Ozarks Experience

3 Faculty; preferably, one elected from each of the 3 divisions other than the division in which the Director of Ozarks Experience is housed during the first division meeting in a fall semester where

Director of Ozarks Experience is housed during the first division meeting in a fall semester where the prior faculty's term ends. Faculty will serve 2 year terms.

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

<u>CRITERIA</u>

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 zero 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 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 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, 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 120 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 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.

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, but preferably 15 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 director of their academic support center** for a modified plan of study to take as few as 9 hours for full-time status. Directors will place approved petitions on file with the Registrar. (Enrolling in fewer than 12 hours during fall or spring terms may affect financial aid.)

The normal course load is 15 to 17 hours during the fall and spring terms. Students wishing to take more than 20 hours during the fall or spring term must obtain the approval of the chief academic officer. To be considered for approval, students must have a cumulative grade point average of 3.00 or above. The maximum number of credit hours students may carry in the fall or spring term is twenty-two. 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 during the three-week sessions, or (2) two classroom courses of 3-5 hours each 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. www.ozarks.edu/ssc

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:
 - o Be a first-generation student (neither parent has a baccalaureate degree); or
 - o 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. <u>www.ozarks.edu/jlc</u>

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-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 are 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 are required to minor in a program from within each of the two non-major areas. Students who pursue a double-major in two programs within the same area are required to minor in a program from within each of the two non-major areas (minimum of two minors). Students who pursue a double-major in two programs from different areas are required to minor in a program from within the remaining area (minimum of one minor). Sophomore students transferring greater than 45 semester hours, transfer juniors, or transfer seniors are required to complete one major and one minor from two of the three areas. All students are required to complete at least 120 hours, at least 40 of which must be upper-level.

For B.G.S. degree: Students are required to minor in a program from within each of the three areas (minimum of three minors). Students are required to complete at least 120 hours, at least 40 of which have to be upper-level with grades of C- or higher.

For all degrees: Students are required to complete the Ozarks Experience sequence deemed appropriate to their status at the time of matriculation. All entering students are required to enroll in the course in their first semester unless they transfer 60 or more earned credits. For the purposes of OE evaluation only, earned credits are limited to:

- Credits earned after high school graduation, and
- Credits earned while in residence at an accredited college or university, and
- Credits earned with a C- or better.

Students are required to pass, with a grade 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 (C) before the beginning of their sophomore year. Students who transfer in fewer than 24 hours of credit must fulfill their W, Q, and C requirements with classes taken at Ozarks. www.ozarks.edu/academics/what-can-i-study

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

Political Science		
Psychology of Human Behavior***		
Sociology		
MINORS	MINORS	
BUSINESS:	Biology	
Accounting	Chemistry	
Business Administration	Computer Science	
Economics	Environmental Studies	
International Business	Health Science	
Management	Mathematics	
Marketing	Physics	
COMMUNICATION:	Psychology	
Communication Studies	Quantitative Reasoning	
Film Studies	Sustainable Agriculture	*lr
Media Production		lι
Strategic Communication		es
Criminal Justice		re
EDUCATION:		ui
Education		
Physical Education		tra
Political Science		k
Sociology		Fil
	Psychology of Human Behavior*** Sociology MINORS BUSINESS: Accounting Business Administration Economics International Business Management Marketing COMMUNICATION: Communication Studies Film Studies Media Production Criminal Justice EDUCATION: Education Physical Education	Psychology of Human Behavior***SociologyMINORSMINORSBUSINESS:BiologyAccountingChemistryBusiness AdministrationComputer ScienceEconomicsEnvironmental StudiesInternational BusinessHealth ScienceManagementMathematicsMarketingPhysicsCOMMUNICATION:PsychologyCommunication StudiesGuantitative ReasoningFilm StudiesSustainable AgricultureMedia ProductionCriminal JusticeEDUCATION:EducationPhysical EducationPhysical EducationPolitical ScienceEducation

Stu

dies, RTV, or Strategic Communication

**Includes a 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 these program are exempted from formal minor requirements outside the area of the major due to the multidisciplinary state mandates for licensure.

Majors and Minors in Humanities & Fine Arts

American Studies

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. www.ozarks.edu/academics/what-can-i-study/american-studies

MINOR A minor in American Studies consists of 18 hours, at least 9 of which must be upper level. To complete the minor, courses must be taken across three disciplines: English (American literature), History (American History), and at least one other discipline chosen in consultation with the minor advisor.

Advisors, Dr. Steven Oatis, Dr. Amy Oatis, Dr. Brian Hardman

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. www.ozarks.edu/academics/what-can-i-study/art Advisors, Ms. Tammy Harrington, Ms. Dawn Holder

MAJOR A major in art consists of 40 hours to include the following:

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 art electives 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:

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ART 1013 Design
2033 Ceramics I
2113 Art History I
2123 Art History II
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6 hours of electives in art approved by the student's art advisor

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.

Advisor, 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 Ancient & Medieval Political Thought). 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 1105 Intensive Elementary Greek
 - 2105 Intensive Intermediate Greek
 - 3113 Homer's Iliad
 - 3123 Homer's Odyssey
 - 3203 Greek Tragedy
- HIS 4253 Ancient and Medieval History
- LAT 1105 Intensive Elementary Latin
 - 2105 Intensive Intermediate Latin
 - 3103 Latin Lyric Poetry
 - 3203 Virgil's Aeneid
- PHL 3013 Plato and Aristotle
- PLS 3073 Ancient and Medieval Political Thought

Creative Writing and 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. www.ozarks.edu/academics/what-can-i-study/creative-writing-thought Advisor, 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:			
PHL 1113, Ethics, Religions, Cultures			
PHL 2013 Pursuit of Wisdom			
PHL 4113 Hegel to Nietzsche			
PHL 4783 Existentialism and Literature			
ENG 3083 Special Topics in Creative Writing			
PHL 3103 Creative Writing and Thought II			
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			

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. www.ozarks.edu/academics/what-can-i-study/english

Advisors, Dr. Brian Hardman, Dr. Amy Oatis, Dr. David Strain

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.

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. (<u>www.ozarks.edu/academics/what-can-i-study/history</u>) Advisors, Dr. Steven Oatis, Dr. Karen Frank

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 HIS 4903 Senior Thesis

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

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. <u>www.ozarks.edu/academics/what-can-i-study/interfaith-studies</u>) Advisors, 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).

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.

www.ozarks.edu/academics/what-can-i-study/music

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.

Advisors, Dr. Sharon Gorman, Dr. Jonathan Ledger

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

MUS 1013 Musicianship I 1023 Musicianship II 2113 Music Literature I 2123 Music Literature II 2131 Professional Preparation in Music 4101 Senior Seminar in Music Senior Project (MUS 4102 Senior Recital **OR** MUS 4122 Internship **OR** MUS 4133 Senior Thesis) 10 hrs Applied Lessons in Voice, piano, or organ 8 hrs Ensembles* MUS 2501, 3501: Chapel Choir MUS 3601: Women's Ensemble MUS 4501: Chamber Singers 3 Upper Level Electives from the following: MUS 3003 Movie Music 3013 Themes in Film Music 3023 Musical Repertoire 3102 Basic Conducting 3123 Medieval World 3133 Renaissance & Baroque 3143 Classicism & Romanticism 3153 World of the 20th Century 3163 Themes in Music 3173 Topics in Church Music 3783 Special Studies Topics

*Music Majors must enroll and perform in an ensemble every semester.

MINORS IN MUSIC

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

MUS 1013 Musicianship I

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: Consists of 18 hours to include the following:

MUS 2113 Music Literature I

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: Consists of 18 semester hours to include the following:
 MUS 1013 Musicianship I or 3 semesters of applied piano 3173 Topics in Church Music 3102 Basic Conducting
 4 semesters of Applied Lessons or Ensembles
 6 hrs upper level electives.
 Suggested options: MUS 3023 Musical Repertoire 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.

Philosophy

True to the mission of the University of the Ozarks and to the spirit of liberal arts, students in the philosophy program aim at developing the qualities we expect of all Ozarks students. In reading some of the best-reasoned, most challenging and controversial works, students expand the horizons of their own thinking. In discussion with others about the most important questions humans have faced, questions about soul and mind, what's right and wrong, value, knowledge and existence itself, students develop an ability to think critically and to communicate effectively, expand their own knowledge of human culture, and hone an awareness of their own responsibilities to themselves, humanity, the planet, and their creator. In their own writing they aim to contribute to the on-going conversation and to advance thought about these things. In general, the philosophy student asks how to live, think and act in the world in a reasoned, thoughtful, receptive and responsible way. As such majors and minors as well as the general student will have knowledge of the historical development and contemporary treatments of some of the deepest and most difficult questions or problems of philosophy. They will have an understanding of the beliefs and practices of the world's major religious and spiritual responses to such questions. Whether they plan to go to law school, seminary, or grad school or just hope to expand their own thinking, they will be able to develop, evaluate, and critique arguments of great import. www.ozarks.edu/academics/what-can-i-study/philosophy Advisors, 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)

Religion

The field of religion is almost as vast and diverse as the faith traditions it seeks to study. For that reason, our program at Ozarks invites students to explore the Bible and the world's religions not only as part of their own search for meaning, but also as a way to understand the pluralistic landscape of religion in today's interconnected world.

www.ozarks.edu/academics/what-can-i-study/religion

Advisors, 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
 - 3003 Biblical Interpretation: Old Testament
 - 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).

Spanish

www.ozarks.edu/academics/what-can-i-study/spanish

Advisor, 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.

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 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. www.ozarks.edu/academics/what-can-i-study/theatre

University Theatre is centered on the core belief that if we work as professionals during our rehearsals, labs, projects, classes, and internships, we can achieve success both here in our program and

onward, through the graduates of our program. We seek 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. This collaborative process is the basis for all of the theoretical and practical work we do in creating theatre. We prepare students for graduate study and for professional employment in the theatre and related fields and we provide 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. All interested students, regardless of major, are encouraged to become involved in our productions. We select our season 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) during each semester they are enrolled in a curriculum leading to a degree in theatre. All such students must audition for all theatre productions. If a student is cast, that student is required to accept the role and act in a maximum of three university theatre productions each year. Students must participate in shops, work calls, and run-crew assignments.

Advisor, Mr. Bruce Brown

MAJOR The major in theatre consists of 42 required hours. The following courses are required:

- THR 1013 Introduction to Theatre
 - 1023 Stagecraft
 - 1033 Fundamentals of 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 in theatre consists of 18 hours including the following:

- THR 1013 Introduction to Theatre
 - 1023 Stagecraft
 - 2013 Fundamentals of Acting

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

Majors and Minors in Social Sciences & Social Applications

Business Administration

The Business Enterprise department offers a Bachelor of Science degree with a major in Business Administration. Students who wish to further their professifonal 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. www.ozarks.edu/academics/what-can-i-study/business-administration

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.

Advisors, Dr. Deborah Sisson, Mr. Robert Wofford, Mr. Joel Rossmaier, Ms. Christine Farrell

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

BSA 1103 Introduction to Business
3003 Business Communication
3013 The Legal Environment of Business
3023 Applied Statistics
4003 Business Finance
4013 Business Strategy
4333 Business Administration Internship or course from the professional core
ACC 2003 Principles of Accounting I

2013 Principles of Accounting II

- ECN 2003 Principles of Macroeconomics 2013 Principles of Microeconomics
- MGT 2003 Survey of Management
- MKT 2003 Marketing Concepts

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 discerenment, 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

3313 Managerial Accounting

MTH 2014 Calculus I

ACCOUNTING CONCENTRATION

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

ECONOMICS CONCENTRATION

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

INTERNATIONAL BUSINESS CONCENTRATION

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

MANAGEMENT CONCENTRATION

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

ACCOUNTING PROFESSIONAL CORE:

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

ECONOMICS PROFESSIONAL CORE:

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

INTERNATIONAL BUSINESS PROFESSIONAL CORE

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

MANAGEMENT PROFESSIONAL CORE

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

MARKETING CONCENTRATION

MKT 3103 Consumer Behavior 4013 Marketing Strategy 4113 Promotion Strategies Research Course (One of the following): MKT 3213 Marketing Research COM 3183 Research Methods & Writing SOC 2023 Social Research Methods 2 MKT Electives from Professional Core

MARKETING PROFESSIONAL CORE

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

Accounting

MINOR: The accounting minor consists of 15 hours to include the following: ACC 2003 Principles of Accounting I

2013 Principles of Accounting II 3203 Intermediate Accounting I 203 Intermediate Accounting II

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

International Business

MINOR: Consists of 15 hours to include the following: BSA 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 3103 Human Resource Management3203 Organizational Behavior3303 Operations ManagementElective from Professional Core

Marketing

MINOR: Consists of 15 hours to include the following:

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

Communication Studies

EVERYONE HAS A STORY TO TELL. Communication majors combine theory and practical application to become effective speakers, articulate leaders, and eloquent storytellers. From interpersonal to mass communication, we examine the rhetorical constructs that influence our audience and we exercise the art of efficacious listening. Our majors select a track from Film Studies, RTV, or Strategic Communication and write their own success stories.

Advisors, Dr. Greta Marlow, Dr. Rhonda Shook

MAJOR: Consists of 40 hours to include the following: Communication Studies Core (15 hours):

COM 1003 Public Speaking 2023 Communication and Leadership 2043 Media Law and Ethics 4102 Professional Research and Ethics

RTV 1024 Media Production I

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

Film Studies Track (25 hrs)

RTV 1023 – Intro to Mass Comm 2093 – Art of Watching Film 3203 – The Documentary 3 hr Filmmaking elective 13 hrs electives

Radio/TV/Video Track (25 hrs)

RTV 1023 – Intro to Mass Comm 2084 – Media Production II

Possible Electives:

- COM 2761/3761 Practicum 3103 Interviewing in Professional Settings
- RTV 4023 Film Theory 4143 Directing Documentary 4133 Film Making Seminar 2063 Media Writing
- MUS 3003 Movie Music 3013 Themes in Film Music

Possible Electives:

COM 2761/3761 Practicum 2893/3893 Sport Broadcasting 4024 – Backpack Journalism 2193 – Video Editing 3303 – Radio Production 8 hours of electives

Strategic Communication Track (25 hrs)

SCM 1033 – Intro to Rhetoric/Soc Inf 2103 – PR Principles 4323 – Strategic Communication Planning 3 hrs Writing elective 13 hrs Electives 3103 Interviewing in Professional Settings

RTV 2053 News Writing 2063 Media Writing 4003 Seminar

Possible writing electives:

RTV 2053 News Writing 2063 Media Writing SCM 4213 PR Writing/Design

Possible electives

COM 2761/3761 Practicum 3013 Advanced Public Speaking 3103 Interviewing in Professional Settings 3183 Research Methods SCM 1011 Intro to Photoshop 1021 Intro to Illustrator 1031 Intro to InDesign 3013 Content Marketing 3033 Persuasion Theory 3073 Event Planning 4003 Seminar

Other electives, approved by advisor

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)

COM 1003 Public SpeakingCOM 3013 Advanced Public SpeakingCOM 2023 Communication and LeadershipCOM 3103 Interviewing in Professional Settings orCOM 3183 Research MethodsCOM 3023 Intercultural CommunicationorCOM 4003 Seminar6 hrs electivesRTV 1023 Introduction to Mass CommunicationSCM 1033 Intro to Rhetoric & Social InfluenceSCM 3033 Persuasion TheorySCM 3033 Persuasion Theory

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 (18 hours)

RTV 1023 Introduction to Mass Communication RTV 2093 The Art of Watching Film RTV 3203 The Documentary 9 hrs advisor approved electives

Possible Electives:

Possible Electives:

RTV 4023 Film Theory RTV 4003 Directing the Documentary RTV 4003 Film Making Seminar MUS 3003 Movie Music MUS 3013 Themes in Film 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 (18 hrs)

RTV 1023 Introduction to Mass Communication RTV 1024 Media Production I RTV 2043 Media Law & Ethics 8 hrs advisor approved electives

Possible Electives:

RTV 2034 Media Production II RTV 2893 Announcing RTV 2761/3761 Practicum RTV 2053 News Writing RTV 2063 Media Writing RTV 3003 Radio Production RTV 3013 Sport Broadcasting COM 3103 Interviewing in Professional Settings RTV 4003 Seminar

Students who choose the **STRATEGIC COMMUNICATION** minor will define objectives, develop strategies, and implement plans. Students who choose the Strategic Communication minor will build skills in speaking, writing, and strategic planning in a variety of situations, from public relations to event planning

Strategic Communication (18 hrs)

COM 1003 Public Speaking SCM 1033 Intro to Rhetoric & Social Influence 12 hrs advisor approved electives

Possible Electives

SCM 1011 Intro to Photoshop SCM 1021 Intro to Illustrator SCM 1031 Intro to InDesign SCM 2103 Public Relations Principles SCM 3013 Content Marketing SCM 3033 Persuasion Theory SCM 3073 Event Planning SCM 4003 Seminar SCM 4323 Strategic Communication Planning SCM 4213 PR Writing/Design **RTV 2053 News Writing** RTV 2063 Media Writing COM 2761/3761 Practicum COM 3013 Advanced Public Speaking COM 3103 Interviewing in Professional Settings COM 3183 Research Methods Other electives, approved by advisor

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 study the American Criminal Justice System and become familiar with the concepts and research methods necessary to work in criminology or criminal justice. This minor will be useful preparation for careers in social service, counseling, law, law enforcement, corrections, and graduate studies. www.ozarks.edu/academics/what-can-i-study/criminal-justice

Advisors, Dr. Jessie Weiss, Dr. Stewart Dippel, Dr. Mark Scully, Dr. Joel Hagaman, Ms. Karen Jones

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

Education

The University of the Ozarks is accredited by the agencies that follow: Higher Learning Commission and the National Council for Accreditation of Teacher Education (NCATE); and approved by the Arkansas Department of Education (ADE). 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.

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, "Policies for At-Risk Teacher Education Candidates," of the *Teacher Education Handbook*. A fuller description of the five curricular phases follows:

PHASE I — ORIENTATION/RECRUITMENT: Phase I of the Teacher Education program is the initial screening process for candidates interested in the Ozarks Teacher Education Program. It is a time for students to become familiar with the University of the Ozarks, the pathway for licensure in the state of Arkansas, the Ozarks Teacher Education Programs of study, and with the Teacher Education faculty.

Upon arrival to the University of the Ozarks, students are enrolled in the university's General Education LENS 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. Likewise, students are expected to enroll in SPE 2013 Families and Students in a Diverse Society, the second course in the sequence. Students will be expected to attend an orientation meeting held bi-annually by the Teacher Education Unit in effort to explain the pathway to Arkansas teacher licensure. Here, students will also become familiar with the Ozarks Teacher Education Programs of study and be introduced to their faculty. Students will receive all programmatic materials essential to their learning of the Teacher Education Program and begin their professional development during six required seminars. Students are expected to apply for conditional admission to the Pat Walker Teacher Education Program and to complete the PRAXIS I exam at the conclusion of 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 – CONDTIONAL 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 of not completing the requirements for licensure*. 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 Unit will review each applicant and either conditionally admit or deny admittance based on program requirements. Only candidates who are conditionally admitted to the program may enroll in upper-level professional courses, unless otherwise approved by the advisor and instructor based on an approved PGP (see at-risk criteria). However, conditionally admitted candidates may not enroll in Teaching Internship as this requires a separate admission process (see Phase III). Faculty expect conditionally admitted candidates to continue meeting all program requirements.

The Teacher Education Unit requires prospective teacher education candidates to meet a definable list of standards for **conditional 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 Academic Writing (or Ozarks Writing intensive equivalent), Speech Communication (C intensive), and College Algebra (Quantitative Reasoning).
- Submit an application and written clearance from the Office of Student Affairs. Applications older than one calendar year will be made inactive.
- Have completed EDU 1003 Theories of Human Learning and SPE 2013 Families and Students in a Diverse Society 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 Unit which will be assessed via an interview protocol and developed rubric.
- Complete required state background check** and child maltreatment clearance.

Candidates not meeting the Phase II admission requirements may be considered "at-risk" and placed on a professional growth plan (PGP) 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 but are subject to change as indicated by state authorities. The 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 THE TEACHER EDUCATION PROGRAM: Phase III is an intermediary screening process that ensures that all students entering Teaching Internship 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 co-advise candidates preparing to complete this final professional segment. The Teacher Education Unit will review each applicant and either admit or deny admittance based on program requirements. Only candidates who are fully admitted may continue into Internship/Student Teaching.

The Teacher Education Unit 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 conditionally 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 the LENS model intensive courses and Ozarks Teacher Education Program professional sequence coursework.
- Obtain satisfactory evaluations of fieldwork on the Danielson-based observation rubric
- Have written documentation of completion both the Praxis II content and Principles of Learning and Teaching (PLT) state required tests. Passing scores for these tests must be received prior to final placement in the Senior Block of classes 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.

PHASE IV – ADMISSION TO TEACHING INTERNSHIP II

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 LENS, 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*-
- Obtain satisfactory evaluation of fieldwork as defined on the division Danielson-based observation rubric
- Have written documentation of scores on all ETS Licensure Exams including Praxis I Academic Core, Praxis II content, and Principles of Learning and Teaching which are required for licensure in their major including that meet or exceed the current cut-off requirement as established by ADE.
- 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 TEAC
- Complete portfolio of work in professional and teaching field courses in relation to InTASC 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 Affairs
- Appear for a personal interview with the Teacher Education Advisory Council to answer questions and showcase the portfolio to be assessed via an interview protocol and developed rubric.
- Complete required state background check**
- Must have completed all LENS and professional sequence course work and have written clearance from the Education division advisor.

Candidates not making satisfactory progress in Phase IV or not meeting the criteria for Phase IV admission may be placed on an *a PGP*, 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.

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 maltreatment clearance. The fees for these requirements are detailed in the Teacher Education handbook. 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 V – Graduation and Licensure

Obtain satisfactory scores on key projects embedded in Internship II

Phase VI- 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 Institutional Research will survey each graduate and each graduate's supervisor about the graduate's' performance during the first year of teaching.

• 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.

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 and Principles of Learning and Teaching licensure requirements. Candidates will have multiple opportunities to interact with students in the public school settings. Students in this program will be exempted from formal minor requirements due to the multidisciplinary state mandates for licensure. www.ozarks.edu/academics/what-can-i-study/elementary-education

MAJOR REQUIREMENTS

PROFESSIONAL EDUCATION COURSES (31 HOURS):

- EDU 1003 Theories of Human Learning
 - 3021 Educational Technology
 - 3053 Principles of Learning and Teaching
 - 3333 Behavior Management in the Classroom
 - 4303 Teaching Internship I & Current Educational Practices
 - 4312 Teaching Internship II & Cultural Perspectives Seminar
 - 4403 Educational Assessment
- SPE 2013 Families and Students in a Diverse Society

SPECIALTY AREA COURSES (46 HOURS):

- 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

OTHER COURSES REQUIRED FOR COMPETENCIES FOR STATE LICENSURE (20 HOURS):

- BIO 1104 Biology Concepts or other entry level biology class with lab
- GEO 2033 Human/Cultural Geography
- HIS 4003 Arkansas History
- PHS 1023 Earth Science
- PLS 2013 American National Government
- SOC 1013 Introduction to Sociology or SOC 2013 Social Problems

RECOMMENDED ELECTIVES:

PSY 1003 General Psychology 2023 Abnormal Psychology 3043 Social Psychology 3113 Developmental Psychology – Childhood 3123 Developmental Psychology – Adolescence

EDUCATION MINOR

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), or 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.

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. www.ozarks.edu/academics/what-can-i-study/secondary-education

MINOR REQUIREMENTS: (18 HOURS)

- EDU 1003 Theories of Human Learning
 - 3021 Educational Technology
 - 3333 Behavior Management in the Classroom
 - 3053 Principles of Learning and Teaching
 - 4212 Secondary Principles and Practices
 - 4403 Educational Assessment
- SPE 2013 Families in a Diverse Society

REQUIREMENTS FOR ALL STUDENTS SEEKING SECONDARY LICENSURE (15 HOURS):

- EDU 4303 Teaching Internship I & Current Educational Practices
 - 4312 Teaching Internship II & Cultural Perspectives Seminar

FOR STUDENTS PURSUING LICENSURE IN ART EDUCATION P-8,7-12 (6 HOURS):

ART 3293 Classroom Techniques and Methods in Art Elementary Level 4293 Classroom Techniques and Methods in Art Secondary Level

FOR STUDENTS PURSUING LICENSURE IN LIFE /EARTH SCIENCE (8 HOURS):

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

FOR STUDENTS PURSUING LICENSURE IN BUSINESS EDUCATION (3 HOURS):

EDU 4023 Methods of Teaching Business

FOR STUDENTS PURSUING LICENSURE IN ENGLISH (3 HOURS):

EDU 4033 Methods of Teaching English in the Secondary Schools (concurrent with EDU 4303, Teaching Internship I & Current Educational Practices)

FOR STUDENTS PURSUING LICENSURE IN MATHEMATICS 7-12 (8 HOURS):

EDU 3084 Teaching Math to Elementary Students

EDU 4084 Teaching Math to Secondary Students

HEALTH and 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; 3) a Health minor; and 4) the requirements for licensure. Students in this program will be exempted from formal minor requirements outside the area of the major due to the multidisciplinary state mandates for licensure. www.ozarks.edu/academics/what-can-i-study/physical-education

Advisor, Dr. Brett Sone

MAJOR (33 hrs):

- HSC 1001 Health Science & PE Majors Class
 - 1031 Medical Terminology
 - 2014 Anatomy & Physiology I
 - 2034 Anatomy & Physiology II
 - 3101 Physical Activity in Public Health
 - 4013 Public and Community Health Promotion
- PHE 1013 Introduction to Physical Education
 - 3044 Methods of Teaching Physical Education & Health in Secondary Schools
 - 3222 Measurement and Evaluation
 - 3424 Physical Education and Health for K-6
 - 4103 Exercise Physiology
- SPE 3233 Planning, Instruction, and Assessment for Students with Disabilities

REQUIRED EDUCATION MINOR (18 hrs):

- EDU 1003 Theories of Human Learning
 - 3021 Educational Technology
 - 3333 Behavior Management in the Classroom
 - 3053 Principles of Learning and Teaching
 - 4212 Secondary Principles and Practices
 - 4403 Educational Assessment
- SPE 2013 Families in a Diverse Society

REQUIRED HEALTH MINOR (16 hrs):

- HSC 1023 Personal Health and Safety
 - 3003 Nutrition
 - 2503 Drug Education
 - 1123 First Aid
 - 3064 Health Education

OTHER COURSES REQUIRED FOR COMPETENCIES FOR STATE LICENSURE (22 hrs):

- BIO 1104 Biology Concepts or other entry level biology course
- EDU 3423 US History, Economics, and Social Studies for K-6
- GEO 2033 Human/Cultural Geography
- HIS 3003 Arkansas History

- PHS 1023 Earth Science
- PLS 1023 American National Government
- SOC 1013 Introduction to Sociology or SOC 2013 Social Problems

REQUIREMENTS FOR ALL STUDENTS SEEKING LICENSURE (15 hrs):

EDU 4303 Teaching Internship I & Current Educational Practices 4312 Teaching Internship II & Cultural Perspectives:

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.

- HSC 2014 Anatomy & Physiology I*
- PHE 3013 Theories of Coaching Athletics
 - 3044 Methods of Teaching Physical Education & Health in Secondary Schools *
 - 3501 Internship
 - 3073 Care and Prevention of Athletic Injuries
 - 3123 Kinesiology *
 - 4023 Organization and Administration of Health, Physical Education, and Athletics

*These classes are included in the Physical Education major above.

PHYSICAL EDUCATION MINOR (17 hrs):

- HSC 2014 Anatomy / Physiology I
 - 3123 Kinesiology
 - 3044 Methods of Teaching Physical Education & Health in Secondary Schools
 - 3222 Measurement and Evaluation
 - 3424 Physical Education and Health for K-6

Political Science

"Man is by nature a political animal." Aristotle, The Politics

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

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

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.

Advisors, Dr. Stewart Dippel, Dr. Mark Scully

MAJOR A bachelor of arts 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. To the extent possible, students will be able to secure 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 3 hrs of: 3073 Ancient and Mediaeval Political Thought or 3083 Modern Political Thought or 3103 Contemporary Political Thought 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 4083 American Political Thought

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 4003 International Law and Organization 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 4043 Contemporary Issues in U.S. Foreign Policy and National Security 4093 Just War

MINOR A minor in political science shall consist of 18 hours, to include the following:

- PLS 2013 American National Government 2033 International Relations
- 12 hours of electives, 9 of which must be upper level

*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 bachelor of arts in psychology of human behavior program is typically a terminal, bachelor's level degree www.ozarks.edu/academics/what-can-i-study/psychology Advisors, Ms. Karen Jones, Dr. Joel Hagaman

MAJOR (39 hours):

- 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
 - 4113 Clinical Psychology

2 hours of Clinical Experience (PSY 2101-4101)

13 hours of advisor-approved electives

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. <u>www.ozarks.edu/academics/what-can-i-study/sociology</u>

Advisor, Dr. Jesse Weiss.

MAJOR (33 hours):

SOCIOLOGY CORE (18 hours):

BSA 3023 Applied Statistics **or** (upon consultation with advisor) PSY 2003 Statistics for Behavioral Sciences

SOC 1013 Introduction to Sociology

3073 Race, Class, and Gender

4023 Social Theory

4443 Senior Seminar in Sociology

3 hour course in Research Methods (in consultation with advisor)

SOCIOLOGY OPTIONS: Students must take at least 15 hours from the courses listed below.

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 (This course can be repeated provided the topic is 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 and evaluated by the sociology faculty.

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

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

Majors and Minors in Natural Sciences & Mathematics

Biology

The bachelor of science 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 a biology capstone for student research projects, internships, and study abroad experiences; and to explore career options , prepare applications for graduate school and jobs. All of the biology faculty are excited to mentor students individually in their biology experiences. www.ozarks.edu/academics/what-can-i-study/biology

MAJOR (40-41 HOURS):

BIOLOGY CORE:

12 hoursThree 1000 or 2000 level biology courses, at least one of which must be 2000 levelBIO 4002Biology Capstone

ALLIED COURSES:

CHM 1014	General Chemistry I
4 hours	a physical science course
3 hours	a statistics course

BIOMEDICAL AND PRE-PROFESSIONAL TRACK:

- BIO 3024 Genetics
- 3 of the following classes (11 hour minimum):
- BIO 3113 Animal Nutrition
 - 3134 Microbiology
 - 3444 General Physiology
 - 4013 Disease Ecology
 - 4024 Cell Biology
 - 4334 Anatomy
 - 4633 Bioethics

ECOLOGY AND WILDLIFE BIOLOGY TRACK*:

- BIO 2024 Plant Diversity and Ecology* 4044 Field Ecology
 - 3 of the following classes:
- BIO 3024 Genetics
 - 3124 Inverterbrate Zoology
 - 3134 Microbiology
 - 4013 Disease Ecology
 - 4543 Animal Behavior

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

SECONDARY EDUCATION LICENSURE TRACK:

- BIO 1114 Reproduction and Development
 - 1124 Ecology and Evolution
 - 2024 Plant Diversity and Evolution
 - 3024 Genetics
 - 3444 General Physiology
- 2 of the following classes:
- BIO 1164 Cell Diversity and Function
 - 3134 Microbiology
 - 3124 Invertebrate Zoology
 - 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.

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 VETERNINARY MEDICAIN MATRICULATION REQUIREMENTS

1 semester of introductory biology with lab Microbiology with lab
Upper –level Genetics
Animal Nutrition
2 semesters of General Chemistry with Lab
2 semesters of Organic Chemistry with Lab
2 semesters of Physics with Lab
Biochemistry
2 semesters of Composition
Public Speaking
General Psychology
Statistics

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. <u>www.ozarks.edu/academics/what-can-i-study/chemistry</u> **Advisor**, Dr. Befrika Murdianti

MAJOR (40 HOURS):

- 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.

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

www.ozarks.edu/academics/what-can-i-study/computer-science

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 Mathematics
- Three hours from the following:
- CSC 3513 HTML
- CSC/MTH 3113 Data Structures
 - 3213 Numerical Methods
- CSC 3123 Computer Networking

Environmental Studies

The environmental studies program offered at University of the Ozarks is a unique degree program that focuses on the study of natural, biological, and social sciences that impacts our environment. This program combines courses from multiple academic areas to form a truly interdisciplinary program. This program offers students an opportunity to study the technical and theoretical background of environmental issues, including laboratory experiences and field methods relevant to environmental monitoring and research. Students are also given the opportunity to study the social dimensions of the physical environment, with a focus on human/environment interaction and 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, environmental science, 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 academic settings. <u>www.ozarks.edu/academics/what-can-i-study/environmental-studies</u> Advisors, Dr. Jesse Weiss, Dr. Kim Van Scoy

MAJOR Environmental Studies major shall consist of 37-39 hours including the following:

Environmental Studies Requirements (15 hours total):

- ENS 1013 Introduction to Environmental Studies
 - 1023 Environmental Science
 - 4003 Senior Research Capstone
- 1 course in statistics, determined by advisor
- 1 course in research methods, determined by advisor

Natural and Biological Sciences Requirement (Three of the following courses - 10-12 hours):

- BIO 1114 Reproduction & Development OR BIO 1146 Cell Biology
 - 1124 Ecology and Evolution OR BIO 2024 Plant Diversity & Ecology
 - 2334 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 (Four of the following courses - 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 (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

Health Science

The Health Science Program at University of the Ozarks is administratively housed in the Division of Mathematic & Sciences 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. www.ozarks.edu/academics/what-can-i-study/health-science

The Health Science Program requires the completion of 23 hours in the Health Science Core, and an additional 18 hours in one focused, concentration of courses in either Health Promotion or Professional/Clinical Preparation. 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. Advisor, Dr. Brett Stone

MAJOR (41 hours):

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 2053 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
 - 4043 Human Diseases
- PHE 3064 Health Education
- PSY 3033 Positive Psychology
 - 3133 Lifespan Development

Pre-Professional/Clinical Concentration, 18 hours:

- HSC 1031 Medical Terminology
 - 2024 Anatomy and Physiology II
 - 3003 Nutrition
- PHE 3123 Kinesiology
 - 4103 Exercise Physiology
 - 4204 Biomechanics

MINOR: A minor in Health Science shall consist of the following 19 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 or BIO 1114 Reproduction & Development
 - 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 3 credit-hour statistics course

Mathematics

The mathematics program strives to equip each student with the skills necessary to address mathematical problems in their life and careers, while exposing students to the richness of this discipline. <u>www.ozarks.edu/academics/what-can-i-study/mathematics</u> Advisors, Mr. Stacy Key, Dr. Buddy L. Smith, Dr. Matt Myers

MAJOR (43 HOURS):

- MTH 2014 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 17 semester hours to include the following:

- MTH 2014 Calculus I
 - 2024 Calculus II
 - 2123 Discrete Mathematics

6 hours of mathematics above the 2000-level

See Course Descriptions: Mathematics Education

Physics

Physics

MINOR A minor in physics shall consist of 14 hours. It is designed for those students desiring a strong background in this field. Students planning graduate study in chemistry, mathematics, or physics should consider this minor. Pre-professional students in medicine or engineering are encouraged to experience this minor, as well as those students planning careers in secondary school education. www.ozarks.edu/academics/what-can-i-study/physics

MINOR (14 hours):

- PHY 2114 General Physics I
 - 2124 General Physics II

6 hours of advisor-approved upper-level physics electives

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. www.ozarks.edu/academics/what-can-i-study/pre-med

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. www.ozarks.edu/academics/what-can-i-study/pre-pharmacy

All of the following: BIO

- 1324 Principles of Cell and Developmental Biology
 - 2314 Principles of Genetics
- 3134 Microbiology
- General Chemistry I CHM 1014
 - 1024 General Chemistry II
 - Organic Chemistry I 3014
 - 3024 Organic Chemistry II
- Calculus I MTH 2014
- PHY 2014 **General Physics I**

1 of the following:

- ACC 2003 Principles of Accounting I
- 2003 Principles of Macroeconomics ECN
 - 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*

3104 Quantitative Chemical Analysis* CHM

- 4104 Biochemistry*
- MTH 2024 Calculus II
 - 3033 **Probability & Statistics**
- PHL 1003 Logic
- General Physics II PHY 2024

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

American History Anthropology Art** Ethics		Philosophy Political Science Psychology Religion
Foreign Language	(Spanish	Sociology
preferred)		
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. www.ozarks.edu/academics/what-can-i-study/pre-physical-therapy

Psychology

People must solve people problems. Today's society experiences stress and tension due to peoplerelated 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.

www.ozarks.edu/academics/what-can-i-study/psychology

Advisors, Dr. Joel Hagaman, Ms. Karen Jones

MAJOR (36 hours):

- 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)

6 hours 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

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. <u>www.ozarks.edu/academics/what-can-i-study/quantitative-reasoning</u> Advisor, Mr. Stacy Key

MINOR (15 hours):

- 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 Course Descriptions: Mathematics

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. www.ozarks.edu/academics/what-can-i-study/sustainable-agriculture Advisor, Dr. Kim Van Scoy

MINOR (18 hours):

- 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*

*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 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. 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 statusor 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.

ACC 4333 Accounting Internship Through an internship in business the theoretical knowledge, concepts, and skills the student learned in classes are applied in an actual business setting under the direction of a work supervisor and the guidance of a university professor.

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 Level 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 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: EDU 1003 Theories of Human Learning

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 4293 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, integration of visual art standards, use of community resources, and evaluation as related to teaching art at the secondary level. The pre-service teacher will participate in an art education conference or workshop as part of their professional development. A unit of study will be designed and implemented through a practicum in an art classroom. Prerequisite: EDU 1003 Theories of Human Learning

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 1104 Biology Concepts An introductory course which deals with the basic concepts of biology. Topics include the nature of science, the nature of life, evolution, ecology, diversity, genetics, plant biology and animal biology. There is one 2-hour laboratory per week.

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 1164 Cell Diversity & Function 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 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 3113 Animal Nutrition This course explores the composition of food and the components' roles in animal health. Students will study general anatomy and physiology of digestion and absorption and compare the digestive systems of animals. Students will learn the about the chemistry of nutrients, the sources of different nutrients and their roles in the body. Finally students will compare the nutritional requirements and diets of a variety of animals. Special topics may include: pre- and probiotics, nutraceuticals, genetically-linked diets, and fad diets. Prerequisites: Junior classification, one chemistry course and three biology courses.

BIO 3124 Invertebrate Zoology Students in this course will explore the diversity of invertebrate animals, including insects, crustaceans, arachnids, mollusks, annelids, sponges, squid, and octopi. As an upper division course, students will also learn about the ecology and evolution of these animals in conjunction with morphology and anatomy.

BIO 3134 Microbiology A general course designed for biology majors and those in preprofessional 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 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 4002 Biology Capstone In this course students will explore careers in biology and prepare themselves for applying for a job and for continuing their training in graduate and professional schools. This preparation will take the form of participation in a professional experience such as shadowing a professional, an internship, a research project or study abroad/away. In addition students will take practice admissions tests for graduate or professional school and prepare application materials for a job and continued education. Such materials will include letters of application, resumes and personal statement. Junior classification and four biology courses.

BIO 4013 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 4034 Cell Biology This course is a study of cellular structure and function with a primary focus on eukaryotic cells. Many advanced topics in cellular biology will be covered including cellular biochemistry, enzymes, membrane structure and function, cytoskeleton, organelle structure, transport, signaling, energetics, cell division, and cancer. The laboratory will focus on biochemical, cytological, and immunological techniques. Prerequisites: two Biology courses, CHM 1014 General Chemistry I, and at least junior classification or permission of instructor.

BIO 4044 Field Ecology This upper level course greatly emphasizes applying ecological concepts with hands-on experience. Students will devise and run their own scientific experiment, collect data, analyze data, and learn how to present their research. At the end of this course, students will have research experience in ecology. Class time will be devoted to researching, devising, and learning how to run experiments and laboratory periods will be spent carrying out experiments. Students are expected to have ecological and statistical experience prior to this course.

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.

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 4023 Business Strategy Research into the strategic problems of management with emphasis on case problems and solutions. Selected topics are covered and readings are assigned to acquaint students with significant business literature.

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.

BSA 4333 Business Administration Internship Through an internship in business the theoretical knowledge, concepts, and skills the student learned in classes are applied in an actual business setting under the direction of a work supervisor and the guidance of a university professor.

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 Public Speaking A course designed to stress the importance of the spoken word and to increase the student's ability to effectively prepare and deliver speeches.

COM 1013 Interpersonal Communication A course that explores the process by which people exchange information, feelings, and meaning through verbal and non-verbal face-to-face messages.

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 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 This course provides experiential guidance from professionals in a specific communication field. Topics vary and may include Announcing, Script Writing, Television Production, etc.

COM 2043 Media 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 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. Preference given to Communication Majors.

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.

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 An overview of a variety of research methods, with focus on quantitative methods. Emphasis will be placed on reporting results of research in both written reports and in presentations.

COM 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 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. Prerequisite: Advisor approval of internship proposal.

COM 4102 Professional Research and Ethics This course will serve as the student's major capstone experience. Students will consider personal and professional codes of ethics as they propose, conduct, and present a research project. Prerequisite: Senior status or instructor permission. May be paired with COM 3761 Practicum if research is Ethnographic.

COM 4103 Professional Honors Project This course is intended as the culmination of the exceptional student's work in the Communication program. Students who have demonstrated exemplary leadership skills will complete a professional communication-related project and will present the results of the project in an appropriate public forum. Prerequisite: Senior status, evidence of dedicated study, and instructor permission. Prerequisite: COM 4102 Professional Research and Ethics.

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 coursefulfills 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.

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.

ECN 4333 Economics Internship Through an internship in business the theoretical knowledge, concepts, and skills the student learned in classes are applied in an actual business setting under the direction of a work supervisor and the guidance of a university professor.

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 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 3021, Educational Technioogy, 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 3021, Educational Technology , 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 datadriven 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 3021, Educational Technology , 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 3021, Educational Technology, 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 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 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 is use in local and state school districts. Students are expected to work as members of a learning community in the analysis of teaching practice. Cases will serve as catalysts for analytic thinking and discussion. The course is designed to engage K-12 educators in the exploration and examination of key issues in teaching. Issues include, but are not limited to, the following: assessment, diversity, parental involvement, technology, constructivism, teacher collaboration, student motivation, and individualized instruction.

EDU 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 4302, Teaching Internship I, EDU 4403, Educational Assessment.)*

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 datadriven 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 4312, Internship II Cultural Perspectives Seminar.*

EDU 4303 Teaching Internship I & Current Educational Practices 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 4312 Teaching Internship II & Cultural Perspectives Seminar 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 two weeks. The experience is collaborative with team supervision provided by school personnel and university faculty. Pass/Fail grade. Prerequisites: Admission to Pat Walker Teacher Education Program and approval of the Teacher Education Council.

EDU 4403 Educational Assessment Basic principles of educational assessment and measurement will be discussed for both formal and informal measures. Accommodations for special needs students will be addressed. Students will be expected to develop and review a variety of assessment measures suitable for use in an inclusive classroom by synthesizing human development with theory and practice. Prerequisite: Admission to the Pat Walker Teacher Education Program.

English

ENG 1003 College Reading & Writing Skills This course provides integrated instruction in reading and writing to help students develop skills essential in college coursework across the lenses. Students will repeatedly practice reading and writing skills as they write paragraphs and essays, learning the difference between writing for learning (informal writing, note-taking, etc.) and writing for communication (formal essays and paragraphs, essay exams). Over the course of the semester, students will also learn to revise, edit, and correct errors in their own writing. This course is designed to prepare students for ENG 1033, Academic Writing, or another writing-intensive course, and to help students develop the skills needed for a full load of college-level coursework. For optimum success, students should enroll in a writing-intensive course immediately after successful completion of ENG 1003.

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 2053 Research Writing across the Lenses This course immerses students in research writing as the heart of college-level scholarly work. In this course, students will spend much of their class time in the library as they write three research papers, one for each of the three areas of study in the LENS curriculum, learning an appropriate citation style for each disciplinary area. Students in this course research multiple topics in each disciplinary area in order to gain a full awareness of the vast resources available to us through the library's physical and web-based holdings. Ultimately, this course introduces students to the research skills needed to be independent scholars, providing them with the practice needed for upper-level and post-collegiate research writing.

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 *lliad* 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 Introduction to 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. Students enrolling in this course should contact the instructor regarding the pre-term reading requirements. Prerequisite: ENG 1013 Academic Writing, or instructor permission.

ENG 3003 Literature for Young Adults This course introduces students to a range of classic and contemporary fiction and poetry written for or about young adults. Although literary analysis and appreciation will be the principal focus of the course, an important secondary emphasis will be selecting and teaching literature to young adults, taking into account their development and needs. Prerequisite: ENG 2313, Literary Theory, or instructor permission.

ENG 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 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 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 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 is a survey of literary works produced in North America before about 1820. This course examines the literature of—but is not limited to—European exploration, colonial promotion, religious revival, African slavery, cross-cultural contact, gender relations, imperial crisis, American independence, the creation of the American Republic, and the emergence of a distinctive American identity. The format of the course consists of discussion of assigned readings along with directed written assignments of research and analysis. 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.

Enviromental 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 3023 Conservation Studies This course examines the relationship between humans and Earth's biodiversity with an emphasis on balancing conservation and human need. Topics examined will include climate change, ecosystem services, endangered species management, extinctions, fire, habitat loss invasive species, and conservation planning.

ENS 3053 Environmentalism Environmentalism has been the single longest running social movement in American history. What began as the Progressive/Conservation Movement, which yielded such things as the American National Park system, the science of forestry and The Sierra Club has evolved into a social, political and economic movement. This course examines the Environmental Movement sociologically, historically and prophetically to answer the questions: Where did it come from, where is it going?

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 Green 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 protions 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 tradedians Aeschylus, Sophocles, and Euripides. The course will also explore the literary, cultural, and religious underpinnings of the 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 coursewill 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.

LAT 3103 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 1105 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 2105 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 1031 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 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 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 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 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.

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.

HSC 4103 Exercise Physiology 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.

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 4213 International Leadership

INB 4333 International Businesss Internship Through an internship in business the theoretical knowledge, concepts, and skills the student learned in classes are applied in an actual business setting under the direction of a work supervisor and the guidance of a university professor.

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 3001 Job Search & Graduate School Strategies This one-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.

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

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 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.

MGT 4333 Management Internship Through an internship in business the theoretical knowledge, concepts, and skills the student learned in classes are applied in an actual business setting under the direction of a work supervisor and the guidance of a university professor.

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: <u>http://www.usm.edu/gcrl/coastal_sciences/course_descriptions.php</u>.

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.

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 ebusiness 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.

MKT 4333 Marketing Internship Through an internship in business the theoretical knowledge, concepts, and skills the student learned in classes are applied in an actual business setting under the direction of a work supervisor and the guidance of a university professor.

Mathematics

MTH 1023 Quantitative Reasoning This course covers the skills and tools needed to work with quantitative information in daily life. Quantitative reasoning is a habit of mind and requires extensive interaction between students and teachers. The course emphasizes problem-solving, model-building, and basic data manipulation in real world contexts. The course will introduce basic statistical reasoning and applications that require linear, quadratic, exponential, and geometric modeling.

MTH 1033 College Algebra This course satisfies the minimum mathematics requirement for graduation. The course covers properties of the real number system, functions and relations, graphing, systems of equations and logarithmic functions.

MTH 1043 College Trigonometry Circular functions and their graphs, identities, inverse trigonometric functions, trigonometric equations and applications of trigonometry. Prerequisite: MTH 1033, College Algebra, or its equivalent.

MTH 1053 Introduction to Statistics I This course is an algebra based introductory course in statistics: the study of the collection, analysis, interpretation, presentation, and organization of data. It is applicable to students in a wide variety of disciplines. Topics covered in this course include elementary probability, sampling distributions, graphical representations of data, central tendencies, variation, normal and t-distribution, and hypothesis testing for one and two sample inferences of the means and variances. Prerequisites: MTH 2053 Numeration Systems and Computations, or MTH 1033: College Algebra, or ACT math score of 21 or higher

MTH 2014 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 2014, 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 3053 Introduction to Statistics II

This course is a continuation of MTH 1053, Introduction to Statistics I. Topics covered will include correlation and regression, Goodness-of-Fit, Analysis of Variance, and Non-parametric tests. Prerequisites: MTH 1053, Introduction to Statistics I.

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 4212 Senior Seminar 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 1013 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 1023 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 4101 Senior Seminar in Music This course will provide academic preparation for a capstone experience in music. While enrolled in the Senior Seminar, each student will plan a senior project in keeping with their interests, career aspirations and abilities. The course will also require completion of a portfolio, journal and reflective essay. Following the course, the student will enroll in a capstone course for a senior recital, senior thesis or internship. Prerequisite: Senior status.

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

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

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

MUS 4143 Interdisciplinary Project

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 1501 University Ringers Instrumental ensemble meeting twice a week to perform standard handbell literature. An annual concert is included in the experiences. May be repeated for credit.

MUS 2501, 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.

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 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.

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 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 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 3064 Health Education This course deals with the various phases and content in the public school health program. The main area of emphasis is upon the methods of teaching and presenting these various health subjects. Some of the areas covered are nutrition, mental health, drug education, environment health and physical fitness.

PHE 3073 Care and Prevention of Athletic Injuries This course is designed to prepare coaches in the prevention, care, recognition, and management of athletic injuries. Topics of emphasis include the set-up and design of an athletic training facility, research in sports medicine related topics, and understanding the profession of athletic training. This course also focuses on hands-on skills such as preventive taping and emergency splinting. Prerequisite: 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 3422 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 3501-3 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 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 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 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 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 3073 Ancient & Medieval Political Thought. 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.

PHL 3083 Modern Political Thought I. 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.

PHL 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.

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 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.

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

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

PHL 4413 Advanced Topics in Contemporary Ethics This variable-topic course provides students with the opportunity to explore contemporary issues, movements and thinkers in the field of ethical theory and moral problem solving. It may focus on particular issues or problem areas such as metaethical 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 electromotance and magnetic energy, magnetic materials, Maxwell's equations, propagation of electromagnetic waves, and radiation of electromagnetic waves. Three hours lecture and a weekly lab. Prerequisite: PHY 3213, Classical Mechanics.

PHY 4114 Introduction to Quantum Mechanics An introduction to the theoretical concepts of quantum physics. Topics include the experimental basis of quantum theory, the postulates of quantum mechanics, operators, superposition, Schrodinger's equation, angular momentum, matrix

mechanics, spin, and atomic and molecular physics. Prerequisites: PHY 3134, General Physics III, PHY 3213, Classical Mechanics, and PHY 3413, Electrodynamics.

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

Politcal Science

PLS 2003 Introduction to Political Economy. An introduction to the core concepts of domestic and 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 political economy.

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.

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.

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.

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].

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.

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.

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.

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.

PLS 3073 Ancient & Medieval Political Thought. 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.

PLS 3083 Modern Political Thought. 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.

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.

PLS 3103 Contemporary Political Thought. 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

PLS 3213 European Diplomatic History Survey of European Diplomatic History. Traces the development of European Great Power relations among themselves and between Europe and non-European states from the Thirty Years' War through the Cold War. Readings are based on the documentary record. Emphasis is placed upon applying theories of international relations to the historical record.

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.

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.

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.

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.

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.

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.

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.

PLS 4083 American Political Thought. A course designed to examine American political and constitutional theory. The course focuses onprimar source documents, and focuses on both philosophic works as well as the contributions to political thought from American statesmen and major political movements in American history.

PLS 4093 Just War. An examination of the development of moral and legal norms surrounding the decision to go to war as well as the conduct of war. Special attention is given to the origin of the just war tradition in Christian thought, and the codification of these norms in 20th century international alw and war-time conventions.

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.

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.

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 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 3033 Positive Psychology This course will examine the fundamentals of positive psychology. It will begin with an exploration of the history of positive psychology and examine the research behind the concepts as well as applied techniques that enhance our well-being. A wide range of topics including happiness, positive relationships, gratitude, character strengths and altruism will be examined. The format of the course will be didactic, experiential, and interactive. Prerequisite: PSY 1003 General Psychology

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.

PYS 3073 Sensation & Perception Study of how organisms organizd and interpret sensory information. Vision and Audition will be the focus.

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 3133 Lifespan Development—development across the lifespan Study of uman development from prenatal gestation to geriatric timeframes will be considered. Topics will include physical, cognitive, social and moral development from childhood through adulthool. Prerequiresite: 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 3213 Psychopharmacology An exploration of how psychotropic drugs work at a cellular level. Prescription and nonprescription drugs will be considered. Prerequisites: PSY 1003 General Psychology and PSY 3163 Physiological Psychology.

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 4033 Cognitive 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 and PYS 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 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 1024 Media Production I A course in which 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 Productyion, and Workplace Skills Development.

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 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 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 programing 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 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 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 3203 The Documentary 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 attend the Hot Springs Documentary Film Festival. Prerequisite RTV 2093 The Art of Watching Film.

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 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-manband" 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 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 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 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 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 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 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 the 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 3023 Introduction to Criminal Justice This course introduces the components and processes of the criminal justice system by examining the historical development, current operation, and future trends of criminal justice.

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 3063 Environmentalism Environmentalism has been the single longest running social movement in American history. What began as the Progressive/Conservation Movement, which yielded such things as the American National Park system, the science of forestry and The Sierra Club has evolved into a social, political and economic movement. This course examines the Environmental Movement sociologically, historically and prophetically to answer the questions: Where did it come from, where is it going?

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 3233 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 mans 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 3021, Educational Technology , 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 1011 Intro to Adobe Photoshop An overview of the features of Adobe Photoshop, including use of the tools, layers, and basic filter manipulation. The course will use a tutorial approach.

SCM 1021 Introduction to Adobe Illustrator An overview of the basic features and tools of Adobe Illustrator. The course will use a tutorial approach.

SCM 1031 Introduction to Adobe InDesign 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 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, implications of channel choice, 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 2103 Public Relations Principles An overview of the principles and process of public relations practice, with emphasis on publics analysis and research.

SCM 3013 Content Marketing This course will focus on strategic use of online and digital material as channels for public relations. The course will emphasize planning and research for content marketing, as well as practice in preparing different types of content.

SCM 3033 Persuasion Theory A study of the psychological and social forces which influence people to change their beliefs, attitudes, or behavior.

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

SCM 4323 Strategic Communication Planning An overview of the strategic planning process, with application to communication and public relations.

Sustainainable Agriculture

SUS 2003 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, expolore 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 3003 Agroecology This course will focus on agricultural systems from an ecological perspective with an emaphasis 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 This course provides a basic introduction to the theatre experience. Because the world of theatre is diverse, this course will, of necessity, be diverse. The primary areas of focus will include: the Audience; the Performers and the Director; the Playwright, Purpose, Point of View, and Genre; Dramatic Structure; Dramatic Characters; and, the Designers, Environment, and Visual Elements. Ultimately, the aim will be to examine how all of the various elements of theatre interact to generate the total theatre experience. Production participation and laboratory hours required.

THR 1023 Stagecraft This course is designed to help individuals understand and apply the language, art and technology of theatre. Through lecture, practical experience, and personal exploration, the student will celebrate the history, theory and practice of technical theatre. The student will study direct application of the various techniques of costume, light, sound, property, and scenic construction. 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--with an emphasis on learning to look--while allowing students to gain practical experience with a variety of artistic media. This course gives students a foundation for the

other design courses that are required in the theatre major. Production and laboratory participation required.

THR 1111-4111, 1112-4112, 1113-4113 Production Practicum A student may earn up to fifteen hours of credit for participation in production practicum 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 of credit may be earned in such diverse areas as performance, stage management, directing, design, technical direction, 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 This course explores the fundamentals of the work of Konstantin Stanislavski. Students will apply the techniques of action, physical score, given circumstances, subtext, inner image, goals, and objectives, through line, superobjective, and emotional recall. The class will take a functional approach to the basic techniques of acting, culminating in a showcase performance. Laboratory experience required.

THR 2023 Voice and Diction This course explores the processes of vocal production and supplies ample exercises for the improvement of pronunciation and articulation. Prerequisite: Instructor Permission.

THR 2031 Internship Process This is the first of a two course sequence on professional internships in theatre. The course is designed to assist students in preparing for and obtaining a summer theatre internship. No student will accept an internship without first obtaining instructor approval. All theatre majors are required to enroll in this course during the spring semester of their sophomore year and participate in the auditions/interviews of the Southeastern Theatre Conference or another such conference/audition as designated by the instructor.

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

THR 2093/3093 Topics in Performance This course will offer students the opportunity to hone their acting skills through investigation of selected topics. Possible topics might include musical theatre performance, period acting styles, improvisation, or application of a specific acting theory to a performance. This course may be repeated for credit provided the topic is different. Production and laboratory participation required. Prerequisite: THR 2013, Fundamentals of Acting.

THR 3013 Theatre History I This is a two course sequence which provides a comprehensive surveyseminar about world theatre history. Theatre History I traces theatre in the ancient world into the Renaissance; Theatre History II covers the Renaissance to the present. Each course explores theatrical architecture, conventions, and literature as they interact with cultural movements. Emphasis on the plays from history will be used to understand their periods and meaning in the context of their time. Courses may be taken in any order.

THR 3023 Theatre History II This is a two course sequence which provides a comprehensive surveyseminar about world theatre history. Theatre History I traces theatre in the ancient world into the Renaissance; Theatre History II covers the Renaissance to the present. Each course explores theatrical architecture, conventions, and literature as they interact with cultural movements. Emphasis on the plays from history will be used to understand their periods and meaning in the context of their time. Courses may be taken in any order. **THR 3073 Modern American Drama** This course surveys major plays and playwrights of the 20th Century American Theatre. Through the reading of scripts and the viewing of recorded versions of selected plays, students will be introduced to the major playwrights of modern American theatre through an investigation of theme, structure, character, dialogue, and action.

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

THR 3123 Directing This course is an overview of the analytical and creative processes that inform the director's work. This course focuses on the fundamentals of stage directing, including script selection, analysis, casting, composition, picturization, movement, stage business, and tempo. Production and laboratory participation required. Prerequisite: THR 2013, Fundamentals of Acting and either THR 2093 or 3093, Topics in Performance.

THR 3133 Costume Design and Technology This is the first in a three course sequence with a focus on research and analysis to acquaint the student with the art and practice of designing for the stage. The course 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. Production and laboratory participation required. Prerequisite: THR 1023, Stagecraft and THR 1033, Fundamentals of Theatre Design.

THR 3143 Lighting Design and Technology This is the second in a three course sequence with a focus on lighting technology and drafting to acquaint the student with the art and practice of designing for the stage. The course 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 lighting design. Production and laboratory participation required. Prerequisite: THR 3133 Costume Design and Technology or Instructor Permission.

THR 3153 Scene Design and Technology This is the third in a three course sequence with a focus on rendering, drafting, and model making to acquaint the student with the art and practice of designing for the stage. The course 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 scenic design. Production and laboratory participation required. Prerequisite: THR 3143 Lighting Design and Technology or Instructor Permission.

THR 4003 Advanced Directing This course builds on the theories and techniques taught in THR 3123, Directing. Students will investigate directing approaches to directing period/classical plays and ethical problems of directing. Production and laboratory participation required. Prerequisites: THR 3123, Directing and Instructor Permission.

THR 4032 Internship This is the second part of a two course sequence on professional internships in theatre. This course 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 through

THR 4233 Senior Honors In this capstone course, students, by invitation of the theatre faculty, undertake a major project which will often coincide with the regularly scheduled University Theatre seasons of plays. Areas for project consideration may include, but are not limited to, directing, costume design, lighting design, set design, theatre management, and technical direction. Students

with a particular interest in performance may be invited to present a senior recital/one person show. All projects require a supporting paper and laboratory experience.

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

Edward Ardeneaux IV, Instructor of English Bruce Brown. Walton Professor of Theatre. 1996 B.A., Southeastern Oklahoma State University: M.F.A., University of Virginia Nalisa Brown, Instructor of Management Steve Burnett, Instructor of Psychology and University Counselor Sidni Carruthers. Instructor of Communications William Clary, Director of Walton International Studies Program and 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, Professor of Religion, 2000 B.A., Ouachita Baptist University; M.Div., Yale University; Ph.D., Duke University Stewart Dippel, Professor of Political Science, 1992 B.A., Miami University; M.A., Miami University; Ph.D., Ohio State University William 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, Associate Professor of Practice of Economics and Business, 2010 B.S., University of the Ozarks; M.B.A., Webster University Karen Frank, Director of Ozarks Experience and 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, Walton Professor of Music, 1996 B.M., Westminster Choir College: M.M., Westminster Choir College; Ph.D., Stanford University Joel Hagaman, Associate Professor of Psychology, 2008 B.A., Monmouth College; M.A., Southern Illinois University – Edwardsville; Ph.D., University of Arkansas Brian Hardman, 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 Stewart Hart, Assistant Professor of Chemistry, 2017 B.S., Centre College Ph.D., Michigan State University Lucas Hoiland, Assistant RTV Technician and Assistant Professor of Practice of Theatre, 2012 B.A., Central Washington University Dawn Holder. Associate 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 Brad Kessler, Instructor of Management Stacy Key, Dean, Division of Sciences and Mathematics and Associate Professor of Practice of Mathematics, 1999 B.S., Southern Arkansas University; M.S. Southern Arkansas University Frank Knight, Professor of Biology, 1990 B.S., Clemson University; M.S., Michigan State University; Ph.D., Indiana University Jonathan Ledger, Assistant Professor of Music, 2016 B.A., Emory and Henry College; B.S., Emory and Henry College; M.M., Bowling Green State University; D.M.A., University of Alabama Greta Marlow. Professor of Communication, 1990 B.A., University of the Ozarks: M.A., University of Arkansas; Ph.D., The University of Kansas

Press Alt + Left Arrow to return to previous catalog location Doris Metz, Assistant Professor of Education, 2017 B.S., University of Maine at Fort Kent M.E., Arkansas Tech University Ph.D., University of Denver Maria Montenegro, Assistant Professor of Spanish, 2017 B.E. Universidad Catolica Andres Bello MA, Northern Arizona University Ph.D., University of Arizona Befrika Murdianti, Assistant Professor of Chemistry, 2013 B.S., Institut Teknologi, Bandung, West Java, Indonesia; M.S., University of Tulsa; Ph.D., Oklahoma State University Matt Mvers. Professor of Mathematics. 2002 B.S., Mississippi University for Women; M.S., Clemson University; Ph.D., Mississippi State University Amy Oatis, Associate Professor of English, 2005 B.A., University of North Carolina, Chapel Hill: M.A., Emory University; Ph.D, University of Arkansas Steven Oatis. Dean. Division of Humanities. Fine Arts, and Communications and Professor of History, 1999 B.A., University of Vermont; M.A., Emory University; Ph.D., Emory University Casey Orndorff, Assistant Professor of Mathematics, 2017 B.S., West Virginia University Institute of Technology: M.S., Louisiana Tech University Ph.D., Louisiana Tech University Richard Perry, Instructor of Health Science Education Joel Rossmaier. Associate 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 B.S. University of California at Irvine; Ph.D., Texas A&M University; Mark Scully, Assistant Professor of Political Science, 2014 B.A., St. John's College; M.S., Baylor University; Ph.D., Baylor University

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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 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,

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Student Support Services

Hunter Jackson, Major Gifts Officer

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Caleb Keith. Ph.D., Assistant Provost for

Amana Kuster, Assistant Director of Student

Jeff Kutac, Men's & Women's Tennis Coach

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