



University of the Ozarks
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Academic Year
2018-2019

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 7-500 Chicago, IL 60604-1411; (800) 621-7440; <http://www.hlcommission.org>.

The Division of Education at University of the Ozarks is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org and is pending accreditation by the Council for the Accreditation of Educator Preparation (CAEP), <http://www.caepnet.org>. This accreditation covers initial teacher preparation programs at the University of the Ozarks. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

Family Educational Rights and Privacy Act

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

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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2018-2019 Academic Calendar

Fall 2018	
New Student Move-In	Aug 16
Matriculation Convocation	Aug 16
Orientation and Ozarks Experience	Aug 17-18
Returning Student Move-In	Aug 19
Opening Convocation	Aug 20
Classes begin	Aug 21
Last day to register	Aug 27
Labor Day Holiday (Offices closed)	Sept 3
Last day to drop a class without a W	Sept 4
Family Weekend	Sep 21-22
Board of Trustees on campus	TBA
Mid-Term (grades due)	Oct 12
Fall Break	Oct 18-19
Homecoming Weekend	Oct 24-28
Last day to drop a class with a W	Nov 6
Student Self-Serve Registration	Nov 2-16
Thanksgiving Holiday (offices closed)	Nov 21-23
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 (3 p.m.)	Dec 14
Commencement (10:30 a.m.)	Dec 16
All other final grades due	Dec 19

Spring 2019	
Spring housing opens for move-in	Jan 20
Martin Luther King Holiday	Jan 21
Classes begin	Jan 22
Last day to register	Jan 29
Last day to drop a class without a 'W'	Feb 4
Mid-Term (grades due)	Mar 15
Spring Break	Mar 25-29
Good Friday Holiday (Offices Closed)	Apr 19
Last day to drop a class with a W	Apr 11
Student Self-Serve Registration	Apr 4-19
Board of Trustees on campus	TBA
Last day of classes	May 8
Study day	May 9
Final exams (spring housing closes on last exam day)	May 10-15
Senior final grades due (3 p.m.)	May 16
Baccalaureate	May 17
Commencement (10:00 a.m.)	May 18
All other final grades due	May 21
Summer 2018	
Memorial Day Holiday (offices closed)	May 27
Summer I & II classes begin	Jun 3
Summer I classes end	Jun 28
Summer III classes begin	Jul 1
Independence Day (offices closed)	Jul 4
Summer II and III classes end	Jul 26

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.

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/new-student

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. www.ozarks.edu/deposit

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. www.FAFSA.gov (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**. See **test-optional** admission criteria: <https://ozarks.edu/new-student/freshman/>. 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. www.ozarks.edu/new-student/freshman

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. www.ozarks.edu/new-student/transfer

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

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

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 is 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

CONCURRENT HIGH SCHOOL STUDENTS: Students who are enrolled in a high school or who are home-schooled in or near Johnson County may enroll concurrently at Ozarks. High school juniors 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 ACT sub-score of 20 or higher in English or ACT sub-score of 22 in Mathematics, respectively. Students may submit, for individual evaluation, evidence of other performance criteria if recommended by the high school principal.

TRANSIENT STUDENTS: Candidates for admission seeking a degree at another institution who desire to complete course work at Ozarks may apply as a transient student. Such students intend to transfer Ozarks course work to their home institution for degree completion. These students must be in good standing with their home institution and provide an official transcript.

RE-ADMISSION: Students, who previously attended Ozarks but have not attended 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 previously attended Ozarks, but left to attend other institutions or left by academic suspension must apply for re-admission to the university. 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.

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 2018-19 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 18 hours)	\$12,115	\$24,230
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 Single Occupancy	\$2,075	\$4,150
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	\$2,000	\$4,000

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.

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

MISCELLANEOUS DEPOSITS AND FEES

	Per Semester	One Time Fee
New Student Tuition Deposit ¹		\$200
Applied Music Fee ²	\$315	
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 18)	\$1,010	

Payment Policies

Payment for tuition, room, board, and fees is due at registration each semester. Students will not be officially registered until their accounts are paid or satisfactory arrangements for deferred payment are made. Students not officially registered at the end of the ninth week will be dismissed. If students have outstanding balances, all compensation due them, except for work performed under the Federal College Work Study Program, will be applied to their accounts. All students in university housing are required to participate in the campus meal plan. No university records (including grades, transcripts, and diplomas) will be released to students who have outstanding balances or incomplete documents with any administrative offices.

Payment arrangements can be made by contacting the Office of Administrative Services at 479.979.1201. The university accepts the following forms of payment: cash, check, money order, bank wire transfer, and credit/debit card (Visa, Discover, American Express, and MasterCard). A \$40 setup fee will be charged for deferred payment arrangements.

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

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. www.ozarks.edu/deposit

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.

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 INSTITUTIONAL FINANCIAL AID

In order to ensure continued eligibility for institutional financial aid, students must remain in good standing with the institution.

CONTINUED ELIGIBILITY FOR FEDERAL FINANCIAL AID

A student must make satisfactory academic progress (SAP) in order to remain eligible for federal financial aid. This involves both a qualitative measurement (cumulative grade point average) and a quantitative measurement (cumulative 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 attempted.

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 semester. The university's summer school consists of two four-week summer sessions, Summer I and III, and an eight-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. 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 an academic plan that, if followed, will ensure

the student is able to meet the university's SAP standards by a specific point in time, or deny the student's appeal. Students are notified in writing of the Committee's decision. Students are allowed one appeal per semester. Students who fail to meet the requirements of the appeal are ineligible for consecutive appeals.

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 or Is in a given term, the university will apply the Federal Return to Title IV Funds policy by contacting faculty to determine a last date of attendance. If no last date of attendance can be determined, the university will assume 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 for 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.

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 requirements of their original catalog. 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, practicums, 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, practicums, studio work, and other academic work leading toward the award of credit hours.

Degrees

BACHELOR OF ARTS degrees may be earned by students with majors in Art, Communication Studies, 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 Accounting, 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 120 credit hours required for graduation, a minimum of forty must be upper-level with a C- or better grade.

SECOND DEGREES Students with a degree from Ozarks who wish to obtain a second degree must complete twenty-four additional hours of work in residence and must satisfy all other requirements for the degree. Students with degrees from other institutions who wish to obtain a second degree from Ozarks must complete at least thirty hours in residence, of which at least eighteen must be at the upper level. In some cases, the university may 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 university.

Degree Requirements: An Overview

In order to complete their degree requirements, students must:

- Complete 120 college-level* credit hours
- Complete all courses in the major with a minimum of C- (or P in courses offered only on a P/D/F basis)
- Complete all courses in the minor with a minimum grade of C- (or P)
- Complete a minimum of 40 upper-level hours; for the BGS, a minimum grade of C- (or P) is required for all courses counted in these forty upper-level hours
- In addition to major(s) and minor(s), students must complete all Ozarks Experience requirements and must complete within their first two semesters at Ozarks their requirements for courses designated intensive in writing, quantitative reasoning, and speech communication
- Complete the last 30 semester hours in residence at Ozarks
- Attain a 2.00 or higher grade point average on all college-level* work attempted at Ozarks**
- Make formal application for the degree at least one semester prior to expected graduation

* "College-level" courses are those whose first digit is 1, 2, 3, or 4. Hence, developmental courses and their grades are excluded from meeting graduation requirements. However, developmental courses and their grades *are* included in computing semester and cumulative grade point averages, "good academic standing," satisfactory progress, "academic college level," and eligibility for financial aid and athletics. Students required to take developmental courses must attempt them in their first semester at Ozarks and each subsequent semester until all developmental courses 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 required hours.

Major and Minor Requirements

In addition to other degree requirements, students seeking a Bachelor of Science or a Bachelor of Arts degree must choose a major field of study and one minor from each of the two lenses outside of the lens of their major. Students who choose two majors from different lenses must complete a minor in the lens outside of the lenses of the two majors. Those students seeking a Bachelor of General

Studies must complete 40 upper level hours at C- or higher and one minor from each of the three 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 majors or minors.

MAJORS The following 23 majors are offered: Accounting, Art, Biology, Business Administration, Business Education, Chemistry, Communication Studies, Elementary Education, English, Environmental Studies, History, Health Science, Mathematics, Music, Philosophy, Physical Education with K-12 licensure, Political Science, Psychology, Psychology of Human Behavior, Religion, Sociology, Spanish, and Theatre.

MINORS The following 36 minors are offered: American Studies, Accounting, Art, Biology, Business Administration, Chemistry, Church Music, Communication Studies, Creative Writing and Thought, Criminal Justice, Economics, Education, English, Environmental Studies, Film Studies, Health Science, History, Interfaith Studies, Management, Marketing, Mathematics, Media Production, Military Science, Music Performance, Music Studies, Physical Education, Philosophy, Political Science, Psychology, Quantitative Reasoning, Religion, Sociology, Spanish, Strategic Communication, 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 lenses must complete a minor from the lens outside of the lenses of the two majors.

Other Degree Requirements

UPPER-LEVEL HOURS REQUIREMENT A minimum of 40 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 40 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 30 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 work attempted at Ozarks.

APPLICATION REQUIREMENT Each candidate for a degree must make formal application 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:

A	4.0	C	2.0	I	Incomplete	H	Honors
A-	3.7	C-	1.7	W	Withdrawal	R	Satisfactory

B+ 3.3	D+ 1.3	WP Withdrawal Passing	S Progress Satisfactory
B 3.0	D 1.0	WF Withdrawal Failing	U Unsatisfactory
B- 2.7	D- .7	P Pass	AU Audit
C+ 2.3	F 0	F 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.

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. Intensive course requirements, Ozarks Experience 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 Office of Administrative Services 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.

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 Office of Administrative Services that a course is being repeated. This should be done at the time of completion of the repeated course.

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 12 or more hours of academic work. To appear on the President's list, students must have maintained a 4.00 semester grade point average while completing 12 or more hours of academic work. Students who maintain high levels of work may graduate with honors. Those whose graduation grade point averages* are between 3.25 and 3.49 will be graduated cum laude; those between 3.50 and 3.84, magna cum laude; and those 3.85 or higher, summa cum laude.

HONORS SOCIETIES The following national honor societies have been sanctioned by the University:

- Alpha Chi (blue and green cords) — the Arkansas Delta Chapter of the national honors scholarship society
- Kappa Delta Pi (purple and green cords) — the Arkansas Delta Chapter of the international honors society for teacher education
- Tri-Beta (red and green cords) — the Nu Etna Chapter of the national biological honors society
- Pi Sigma Alpha (red, black and white) — the Alpha Kappa Pi chapter of the national honor society for political science students.

Academic Status

Academic progress is a critical component to successful program and degree completion at 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 their status on Academic Warning, Academic Probation, or Academic Suspension.

Academic Good Standing The criteria for Good Academic Standing are as follows:

- 1) Students must have a cumulative GPA of 2.0 or better (or 1.7 or better at end of first semester)
- 2) 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
- 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 conditions:

- 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 who completes an Ozarks Seminar course with a grade lower 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

The Academic Standing Committee, at its discretion, may place limits or conditions on the registration of those students who are on Academic Warning.

Students will be 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 conditions:

- 1) They have not maintained a cumulative GPA of at least 2.0; or
- 2) They 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 participate in intercollegiate athletics and/or student leadership, and may be restricted from some student employment or from representing the institution in other manners.

Students who do not return themselves to Good Academic Standing after one semester of probation may be continued on Academic Probation if they have earned at least a 2.25 semester GPA and have 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 Registrar, Chair of the Academic Standing Committee in the Office of Administrative Services.

Students will be 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 conditions:

- 1) They have previously been placed on Academic Probation or continued on Academic Probation; and
 - 2) They have not maintained a cumulative GPA of at least 2.0; or
 - 3) They 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 Registrar, Chair of the Academic Standing Committee, in the Office of Administrative Services. Students readmitted upon appeal will be given the status of Academic Probation.

Normally, academically suspended students 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 a second 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 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 upon the following conditions:

- 1) They have not maintained good academic standing after a second Academic Suspension; or
- 2) They have completed a 2nd second semester of Ozarks Seminar with a grade of lower than C-.

Academic Clemency Academic Clemency is a provision that allows for a one-time calculation of GPA and credit hours toward graduation following a separation of at least five calendar years from the University (determined by the last day of the last attended semester).

Students may request to declare Academic Clemency if they meet the following criteria:

- 1) They must have previously been enrolled at the University as an undergraduate student and have re-enrolled
- 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

Academic Bankruptcy Academic bankruptcy is a complete retroactive withdrawal from the University for one semester. If you declare academic bankruptcy, your transcript will show a “W” for every course taken during the term in which bankruptcy is applied and those courses will not be calculated in GPA. The intent of academic bankruptcy is to provide a “fresh start” to students and protect a student’s GPA if they have suffered an extreme hardship.

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 or Dropping Courses Forms for registration changes are available in the academic division offices or from the Office of Administrative Services. 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.

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).

The specific add/drop dates for all terms are published each semester in the academic calendar. Students who withdraw from classes, but remain enrolled at the university, may be subject to financial policies as noted in the university catalog, Financial Affairs, Federal Aid Policies.

Withdrawing from the University If a student is trying to decide if they should withdraw from all classes and leave the university, the student should first consult with the Office of Administrative

Services (OAS) staff to discuss reasons for and implications of the withdrawal. The OAS staff will help the student explore options which may best serve the student, based on their individual circumstance. Options may include a reduced course load, requesting grades of Incomplete (I) in some or all classes, or the student may find that leaving the university is the best option based on a variety of reasons, such as extenuating medical or personal reasons.

The OAS staff will assist the student in communicating with advisor(s), professors, or other offices on campus as necessary to ensure the needs of the student have been met throughout the withdrawal process. Residential students must meet with the Dean of Students or designee in the Office of Student Affairs and file appropriate petitions to remain in their residence hall if the student maintains enrollment in less than full time status or to formally check out of their residence hall if leaving the institution.

Grades assigned for withdrawal from the University are not punitive and will be recorded as 'W' if the withdrawal occurs before the last day to withdraw from a class, or as 'WP' or 'WF' as determined by the student's class status if leaving the university after the last day to withdraw from a class. The Registrar publishes an academic calendar to include withdrawal dates at the beginning of each semester.

Students who withdraw from the university will be subject to financial policies as noted in the University catalog, Financial Affairs, Federal Aid Policies.

AUDITING COURSES Anyone who has been officially admitted as a regular or special student may audit a course with the approval of the instructor and the appropriate academic dean. Students auditing courses are subject to the same regulations as regular students with regard to registration and tuition, but do not receive course credit. The instructor's expectations for a grade of AU (Audit) will be indicated on the course syllabus. If the student fails to meet these expectations, the instructor may assign a final grade of AUF (Audit Failed).

Other Forms of Academic Credit

Transfer Credit

Criteria The general criteria by which Ozarks evaluates transfer courses presented for degree credit at the University 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 evaluating the quality and comparability of a course applicable to an Ozarks degree, regardless of delivery method or timeframe, the University will consider such factors as the 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.).

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

the quality, comparability, and applicability of the course(s) in question (see next paragraph) and/or to pass a proficiency examination similar to the final examination of the equivalent Ozarks course.

The “additional information” or “convincing documentation” requested or required may include such items as a course syllabus, credentials of the faculty member, and/or a portfolio of work completed for the course. In the case of online or correspondence courses, the student must present evidence of at least the following: safeguards at the transfer institution that ensure (1) that the student who completes and receives credit for the course is the same one who registered (required by federal law) and (2) that the integrity of course examinations is protected.

General Limitations To receive credit for transfer courses, the following limitations apply:

- Student must earn at least a grade of C-
- Student 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 Currently Enrolled 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 appropriate academic dean. 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 may file a formal written petition, including rationale and supporting evidence, with the Registrar, in the Office of Administrative Services

Leave of Absence A Leave of Absence allows degree-seeking students who have registered for and completed university credit classes to request an extension of their enrollment eligibility for a maximum period of seven consecutive semesters (including summers). Most students who take a leave of absence typically do so for a full academic year. Students on leave should remain in contact with their advisor and update them about changes in plans.

College Level Examination Program (CLEP) Ozarks recognizes the College Level Examination Program (CLEP) as a method of establishing credit by examination. A maximum of 30 hours of credit may be earned in this manner. Students wishing to take examinations must obtain prior approval from the dean 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. Students should contact the Office of Administrative Services for more information.

Advanced Placement (AP) High school students who have completed one or more college-level courses through the Advanced Placement Program may be eligible for credit at Ozarks. Test scores prepared by the Educational Testing Service should be sent directly to the Office of Administrative Services. 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.

International Baccalaureate Courses (IBO) 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).

Other Academic Policies

Academic Advising Upon enrollment, all students will be assigned a faculty advisor; for freshmen, the advisor will be the Ozarks Seminar instructor, and transfer students other than freshmen will be assigned an advisor from within the discipline of their major or, if they have not declared a major, from the faculty at large. If the student does not select an advisor by the end of the second semester, the student may be assigned to a new advisor. 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 advisor through the faculty advising tools on EagleNet.

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 15-18 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 four week summer sessions, Summer I and III; and an eight-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.

Course Loads In order to be considered full-time, students must be enrolled in at least 12 hours, but preferably 15 hours, during the compulsory fall and spring terms 3 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 the Robson Student Success Center **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. Enrolling in fewer than 12 hours during fall or spring terms may affect financial aid. Directors will place approved petitions on file with the Office of Administrative Services.

Full time tuition covers 12 to 18 credits. Students wishing to take more than 18 hours during the fall or spring term must obtain the approval of the academic Dean of the major program of study. Students taking more than 18 credits will be assessed a per credit fee for each additional credit.

The maximum course load, during the summer terms, is one course during the four-week sessions or two courses during the eight-week session. 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.

Robson Student Success Center

Ozarks is committed to providing academic and social support for incoming students. The Robson Student Success Center, located on the first floor of the Robson Building, 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 Robson Student Success Center also houses the University's 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:

- 1) The student does not have a parent who has earned a baccalaureate degree
- 2) The student meets financial eligibility guidelines established by the U.S. Department of Education
- 3) The student has a documented physical or learning disability

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. 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 either the Jones Learning Center (JLC) **or** Robson Student Success Center (RSSC). It is the student's responsibility to self-identify and to provide adequate written documentation. Although there is no time limit on self-identification, the student must allow time for accommodations to be arranged; therefore, early identification is encouraged. If a student feels that he/she has not received adequate assistance in regard to the documented disability or has been treated unfairly in regard to his/her disability, a detailed grievance procedure is outlined in the Student Handbook.

Jones Learning Center

The Jones Learning Center is a fee-based 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 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. www.ozarks.edu/jlc

Living and Learning Community Students who are admitted to the Jones Learning Center and have deficits in social skills or independent living skills will be considered for the Living and Learning Community (LLC). The program includes a residential life component in the first year, and it also 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.

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 lenses, or curricular areas (Humanities & Fine Arts, Social Sciences & Social Applications, and Natural Science & Mathematics), and to minor in a program from within each of the two non-major lenses. Students who pursue a major in two programs within the same lens are required to minor in a program from within each of the two non-major lenses (minimum of two minors). Students who pursue a major in programs from two different lenses are required to minor in a program from within the remaining lens (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, each from different lenses. 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 lenses (minimum of three minors). Students are required to complete at least 120 hours, at least 40 of which must 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 Ozarks Seminar in their first semester unless they transfer 24 or more earned credits. For the purposes of Ozarks Seminar 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 complete 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) within their first two semesters at Ozarks. Students are required to complete again by the end of the following semester any intensive designated class that they completed with a grade lower than C-.

Students may fulfill an intensive requirement with a class transferred from another institution provided that the transferred course meets, to the satisfaction of the chief academic officer, the following criteria:

Criteria for Writing Intensive Courses (W)

- 1) Students will compose at least 20 pages of formal writing throughout the semester
- 2) Students will submit at least one draft of a formal, multi-page composition, and revise that draft in response to instructor criticism
- 3) Students will receive regular instruction and regular, formative evaluation on rhetorical, mechanical, and stylistic aspects of writing

Criteria for Quantitative Intensive Courses (Q)

- 1) Students will be able to use arithmetical AND algebraic or geometric methods to solve problems
- 2) Students will be able to interpret mathematical models such as formulas, graphs, and schematics and draw inferences from them
- 3) Students will be able to communicate and represent mathematical information symbolically, visually, numerically, and verbally

Criteria for Speech Communication Intensive Courses (C)

- 1) Students will perform at least 2 formal presentations throughout the semester and will demonstrate the ability to prepare and organize a presentation through the submission of an outline prior to the performance
- 2) Students will have the opportunity to revise and present again at least one of those presentations
- 3) Students will receive instruction and informative evaluation on delivery style, audience skills, and platform persona

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

LENS

HUMANITIES & FINE ARTS	SOCIAL SCIENCES & SOCIAL APPLICATIONS	NATURAL SCIENCES & MATHEMATICS
MAJORS	MAJORS	MAJORS
Art	Accounting	Biology**
English	Business Administration	Chemistry
History	Business Education	Environmental Studies
Music	Communication Studies*	Health Science
Philosophy	Elementary Education****	Mathematics
Religion	Physical Education, K-12 Licensure****	Psychology
Spanish	Political Science	
Theatre	Psychology of Human Behavior***	
	Sociology	
MINORS	MINORS	MINORS
American Studies	Accounting	Biology
Art	Business Administration	Chemistry
Church Music	Communication Studies	Environmental Studies
Creative Writing/Thought	Criminal Justice	Health Science
English	Economics	Mathematics
History	Education	Psychology
Interfaith Studies	Film Studies	Quantitative Reasoning
Music Studies	Management	Sustainable Agriculture
Music Performance	Marketing	
Philosophy	Media Production	
Religion	Military Science	
Spanish	Physical Education	
Theatre	Political Science	
	Sociology	
	Strategic Communication	

*Includes a required track in Film Studies, 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 programs 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 (U.S. History), and at least one other discipline (such as Political Science) where the course explicitly relates to the study of human culture or institutions within the United States.

Art

The study of art has long served as a foundation for humanity's most noble and expressive tendencies. The art curriculum at Ozarks reflects the history and application of ideas through visual expression. Student intellectual development is fostered through creative problem solving, abstract thinking, and critical analysis. The liberal arts tradition provides all students with opportunities to both study and create art. Specialized workshops such as Raku Pottery, a visiting artist program with exhibits representing a wide spectrum of fields, and summer programs projects provide unique collaborative as well as interactive learning environments. Social skills are further enhanced through participation in Art Club projects, group critiques, and trips to museums and galleries. Students not only learn about art but also learn how to communicate effectively about visual art content. Cultural art forms reflect moral and ethical issues throughout time and the artist's creative response. Through the study of and making of art, students are engaged in learning and responding to the content and complexity of human experience. 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-6, 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.

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

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

ART 1013 Design

2033 Ceramics I

2113 Art History I

2123 Art History II

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

Creative Writing and Thought

As an interdisciplinary minor, Creative Writing and Thought engages with and develops students' abilities in three 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

MINOR: A minor in Creative Writing and Thought consists of 18 required hours to include the following.

ENG 2043 Introduction to Creative Writing

2313 Literary Theory

PHL 2103 Creative Writing and Thought I

At least one course from each of the following groups:

Philosophy: PHL 1113 Ethics, Religions, Cultures
2013 Pursuit of Wisdom
4113 Hegel to Nietzsche

Creative Writing: ENG 3083 Special Topics in Creative Writing
PHL 3103 Creative Writing and Thought II

English: ENG 2013 Themes in Literature
2233 Literary Perspectives on the Bible
3233 Modern American Literature
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, Dr. Edward Ardeneaux

MAJOR A major in English consists of 36 hours to include the following:

ENG 2313 Introduction to 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.

LICENSURE REQUIREMENTS: Students may seek teacher licensure (P-6, 7-12) by fulfilling the requirements for a bachelor of arts in art and completing the required education courses for Secondary Licensure.

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

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

ENG 2313 Introduction to 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. (www.ozarks.edu/academics/what-can-i-study/history)

Advisors, Dr. Steven Oatis, Dr. Karen Frank

MAJOR A major in History consists of 36 hours to include the following:

HIS 2013 World Civilization I
2023 World Civilization II
2113 United States History I
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
3311 Junior Colloquium in History
4013 Historiography
4901 Senior Seminar
4903 Senior Thesis

MINOR A minor in History consists of 15 hours to include the following:

HIS 2013 World Civilization I **or** HIS 2023 World Civilization II
2113 United States History I **or** HIS 2123 United States 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. www.ozarks.edu/academics/what-can-i-study/interfaith-studies)

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

PHL 1113 Ethics, Religions, 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 hours of advisor approved electives in cross-cultural studies in an outside discipline (e.g. History, 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. Moreover, the Music program contributes to the development of general students, not just Music majors and minors, providing opportunities for all university students to experience music both as performers and listeners and to deepen aesthetic understanding. www.ozarks.edu/academics/what-can-i-study/music

Advisors, Dr. Sharon Gorman, Dr. Jonathan Ledger

MAJOR A major in Music 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 hours of Applied Lessons in Voice, Piano, or Organ
8 hours of Ensembles*
MUS 2501/3501 Chapel Choir
MUS 3601 Women's Ensemble
MUS 4501 Chamber Singers
9 hours of upper-level electives from the following:

MUS 3003 Movie Music
 3013 Themes in Film Music
 3023 Musical Repertoire
 3103 Basic Conducting
 3123 Medieval World
 3133 Renaissance & Baroque
 3143 Classicism & Romanticism
 3153 World of the 20th Century

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

MINORS IN MUSIC*

MUSIC PERFORMANCE A minor in Music Performance may be in piano, organ, voice, or choir. The 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 hours of upper-level electives from the list applicable to the Music major.

Suggested options: MUS 3023 Musical Repertoire
 3103 Basic Conducting

MUSIC STUDIES A minor in Music Studies consists of 18 hours to include the following:

MUS 2113 Music Literature I

2123 Music Literature II

12 hours of upper level electives from the list applicable to the Music major.

Suggested options: MUS 3023 Musical Repertoire
 3123 Medieval World
 3133 Renaissance and Baroque
 3143 Classicism and Romanticism
 3153 World of the Twentieth Century-

CHURCH MUSIC A minor in Church Music consists of 18 hours to include the following:

MUS 1013 Musicianship I or 3 semesters of Applied Piano

3173 Topics in Church Music

3103 Basic Conducting

3 semesters of Applied Lessons or Ensembles

6 hours of upper-level electives from the list applicable to the Music major.

* To complete any of the Music minors, a student 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 expected 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. www.ozarks.edu/academics/what-can-i-study/philosophy
Advisors, Dr. William Eakin, Dr. David Daily

MAJOR A 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 12 of which must be upper-level

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 A major in Religion consists of 36 hours to include the following:

PHL 1013 Ethics **or** PHL 1113 Ethics, Religions, 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 (or in courses cross-listed with REL), at least 9 of which must be upper-level

MINOR A minor in Religion consists of 18 hours to include 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

12 hours of electives in Religion (or in courses cross-listed with REL), at least 6 of which must be upper-level (some of these hours may be in related disciplines with the religion advisor's approval).

Spanish

Students in Spanish acquire linguistic skills and invaluable knowledge of Hispanic culture. Both majors and minors in Spanish are challenged to strive for higher levels of proficiency in the language. Through a systematic study of grammar, literature, culture, and history of the Spanish-speaking world, students will graduate with skills that they may readily apply to a wide range of professions, vocations, and interests www.ozarks.edu/academics/what-can-i-study/spanish.

Advisors, Dr. William Clary, Dr. Maria Montenegro

MAJOR A major in Spanish consists of 30 hours to include the following:

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

9 hours of Spanish literature courses*

9 hours of Spanish electives*

An immersive experience of at least 5 weeks in a Spanish-speaking country approved in advance by the student's Spanish advisor**

* 6 of the 18 required hours of literature and elective course work may be taken during the immersion experience

Note: Prospective Spanish majors and minors who do not demonstrate proficiency in Spanish will need to take SPN 1105 Intensive Elementary Spanish and SPN 2105 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 A minor in Spanish consists of 12 hours to include the following:

SPN 2203 Conversation
3113 Advanced Grammar and Composition
3123 Latin-American Civilization

3 hours from

SPN 2203 Conversation

SPN 3103 Introduction to Literature

Upper-level Spanish literature course

Note: Prospective Spanish majors and minors who do not demonstrate proficiency in Spanish will need to take SPN 1105 Intensive Elementary Spanish and SPN 2105 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 mission. The intellectual development of students occurs very quickly in the Theatre program's introductory courses. Analytical skills, problem solving, and cooperative endeavors are promoted through the creative process of theatre productions. Theatre, by its nature, is a 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 building relationships in life as well as to a successful theatre production. The students' spiritual development can be seen in the thematic variety of the plays that deal with the ethical and moral issues which face humanity. University Theatre is proud of the fact that not only are the program's students involved with these concerns, but students who participate as audiences are as well. The Theatre program at

Ozarks prepares students for graduate study and for professional employment in the theatre and related fields, and it provides students with a wide range of skills and experience which can be used in a variety of careers. www.ozarks.edu/academics/what-can-i-study/theatre

Advisors, Mr. Bruce Brown, Mr. Lucas Hoiland

MAJOR A major in Theatre consists of 42 hours to include the following:

THR 1013 Introduction to Theatre
1023 Stagecraft
1033 Fundamentals of Theatre Design
1111-4113 Production Practicum (minimum of six hours)
2013 Fundamentals of Acting
2031 Internship Process
2093/3093 Topics in Performance
3013 Theatre History I
3023 Theatre History II
3123 Directing
3133 Costume Design and Technology
3143 Lighting Design and Technology 3153 Scene Design and Technology
4032 Internship

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 may choose to act in more than three productions a year if they so desire. All Theatre majors and minors must participate in shops, work calls, and run-crew assignments.

Minor A minor in Theatre consists of 18 hours to include 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

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 may choose to act in more than three productions a year if they so desire. All Theatre majors and minors must participate in shops, work calls, and run-crew assignments.

Majors and Minors in Social Sciences & Social Applications

Accounting

Accounting is frequently described as a field in which the demand for graduates is more than the supply can deliver. Department of Labor projections, surveys and polls by both popular press and business oriented press, and college career planning guides and websites consistently recommend accounting as a major where jobs are plentiful and salaries are competitive. A primary goal of this major is to satisfy the academic requirement for students to sit for the Certified Public Accountant (CPA) exam upon graduation. While a student with at least 120 semester hours of undergraduate work may sit for the exam upon graduation, the Arkansas State Board of Public Accountancy requires that graduates complete additional hours to reach 150 to be eligible to receive the Certificate and Permit to Practice.

Advisors: Dr. Scott Sheinfeld, Dr. Deborah Sisson, Ms. Christine Farrell Scott, Mr. Joel Rossmair, Mr. Robert Wofford

The Accounting major consists of 66 total hours:

Business Component (36 hours)

ACC	2003	Principles of Accounting I
	2013	Principles of Accounting II
BSA	3003	Business Communications
	3013	Legal Environment of Business
	3023	Applied Statistics
	4003	Business Finance
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy
MKT	2003	Marketing Concepts
3 hours of a 3000 level business elective		

Accounting Component (30 hours)

ACC	3103	Intermediate Accounting I
	3113	Governmental Accounting
	3123	Intermediate Accounting II
	3133	Fundamentals of Federal Income Tax
	3213	Cost Accounting
	4013	Accounting Information Systems
	4103	Advanced Accounting
	4123	Auditing

6 hours of upper level electives, one of which must at the 4000 level

Business Administration

The Bachelor of Science in Business Administration prepares students for a wide range of opportunities in the business world. The program takes a generalist approach, with students receiving exposure to economic, financial, and legal theories and practices. Depth in the program is achieved

by choosing to pursue either a concentration or a professional core in a specific discipline (see below). 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

Advisors, Dr. Scott Sheinfeld, Dr. Deborah Sisson, Ms. Christine Farrell Scott, Mr. Joel Rosσμαier, Mr. Robert Wofford

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

Business Administration Professional Core

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

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

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

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 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

Economics Professional Core

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

Management Concentration

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

Management Professional Core

MGT 3123 Supervisory Management
 3313 Managerial Accounting
 3323 Managerial Leadership & Ethics
 4023 International Management
 3023 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

Business Education

The business education major (Bachelor of Science degree), offered in conjunction with the Education Division, is designed to meet Arkansas State licensure requirements for secondary business education teachers. In addition to other graduation requirements, the following courses must be completed:

BUSINESS EDUCATION CONTENT PREPARATION (31 HRS):

ACC 2003 Principles of Accounting I
 BSA 1103 Introduction to Business
 BSA 1113 Personal Finance
 BSA 3003 Business Communication
 BSA 3013 The Legal Environment of Business
 ECN 2003 Principles of Macroeconomics
 2013 Microeconomics
 MGT 2003 Survey of Management
 MKT 2003 Marketing Concepts
 SCM 3011 Introduction to Adobe Photoshop
 3021 Introduction to Adobe Illustrator
 3031 Introduction to Adobe InDesign

BUSINESS EDUCATION SPECIALTY AREA:

EDU 4023 Methods of Teaching Business
 4153 Science, Technology, Engineering, and Mathematics (STEM) Teaching Methods

PROFESSIONAL EDUCATION FOR SECONDARY-LEVEL TEACHER LICENSURE (18 HRS):

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

REQUIREMENTS FOR ALL STUDENTS SEEKING LICENSURE (15 hrs)

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

Minors in Business:

Accounting

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

ACC 2003 Principles of Accounting I
2013 Principles of Accounting II
3103 Intermediate Accounting I
3203 Intermediate Accounting II
Elective or ACC 4333 Internship

Business Administration

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

Consists of 15 hours to include the following:

ECN 2003 Principles of Macroeconomics
2013 Principles of Microeconomics
3103 Intermediate Macroeconomic Theory
3203 Intermediate Microeconomic Theory
Elective from the Professional Core

Management

Consists of 15 hours to include the following:

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

Marketing

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

The program in Communication Studies combines theory and practical application to help students become effective speakers, articulate leaders, and eloquent storytellers. From interpersonal to mass

communication, students examine the rhetorical constructs that influence their audience, and they exercise the art of efficacious listening. Majors in Communication Studies select a track from Film Studies, RTV, or Strategic Communication and write their own success stories.

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

Advisors, Dr. Greta Marlow, Dr. Rhonda Shook, Ms. Susan Edens

MAJOR A major in Communication Studies 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 hours)

RTV 1023 Introduction to Mass Communication
2093 The Art of Watching Film
3203 The Documentary
4003 Seminar in Mass Communication

Thirteen elective hours from the following:

COM 2761/3761 Practicum
3103 Interviewing in Professional Settings
MUS 3003 Movie Music
3013 Themes in Film Music
RTV 2063 Media Writing

Radio/TV/Video Track (25 hours)

RTV 1023 Introduction to Mass Communication
2084 Media Production II
4024 Backpack Journalism w/lab
3303 Radio Production

Eleven elective hours from the following:

COM 2761/3761 Practicum
3103 Interviewing in Professional Settings
2053 News Writing
2063 Media Writing
4003 Seminar in Mass Communication
RTV 3893 Practicum
4013 Student Producers
4103 Professional Project

Strategic Communication Track (25 hours)

SCM 1033 Introduction to Rhetoric and Social Influence
2103 Public Relations Principles
4323 Strategic Communication Planning

Three elective hours in writing from the following:

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

Thirteen elective hours from the following:

- COM 2761/3761 Practicum
- 3013 Advanced Public Speaking
- 3103 Interviewing in Professional Settings
- 3183 Research Methods
- RTV 2053 News Writing
- 2063 Media Writing
- SCM 1011 Introduction to Adobe Photoshop
- 1021 Introduction to Adobe Illustrator
- 1031 Introduction to Adobe InDesign
- 2033 Argumentation & Debate
- 3013 Content Marketing and Strategy
- 3033 Persuasion Theory
- 3073 Event Planning
- 4003 Seminar in Mass Communication
- 4213 PR Writing and Design

Minors in Communication

COMMUNICATION STUDIES A minor in Communication Studies consists of 18 hours to include the following:

- COM 1003 Public Speaking
- 2023 Communication and Leadership
- 3023 Intercultural Communication
- 3103 Interviewing in Professional Settings

Six elective hours from the following:

- COM 3013 Advanced Public Speaking
- 3183 Research Methods
- 4003 Seminar in Mass Communication
- RTV 1023 Introduction to Mass Communication
- SCM 1033 Introduction to Rhetoric and Social Influence
- 3033 Persuasion Theory

FILM STUDIES A minor in Film Studies consists of 18 hours to include the following:

- RTV 1023 Introduction to Mass Communication
- RTV 2093 The Art of Watching Film
- RTV 3203 The Documentary

Nine elective hours from the following:

- MUS 3003 Movie Music
- 3013 Themes in Film Music
- RTV 4003 Seminar in Mass Communication

MEDIA PRODUCTION A minor in Media Production consists of 18 hours to include the following:

- RTV 1023 Introduction to Mass Communication
- 1024 Media Production I
- 2043 Media Law & Ethics

Eight elective hours from the following:

- COM 3103 Interviewing in Professional Settings

- RTV 2053 News Writing
- 2063 Media Writing
- 2034 Media Production II
- 2761/3761 Practicum
- 3303 Radio Production
- 3893 Practicum
- 4003 Seminar in Mass Communication
- 4013 Student Producers
- 4103 Professional Project

STRATEGIC COMMUNICATION A minor in Strategic Communication consists of 18 hours to include the following:

COM 1003 Public Speaking
 SCM 1033 Introduction to Rhetoric and Social Influence
 Twelve elective hours from the following:

- COM 2761/3761 Practicum
- 3013 Advanced Public Speaking
- 3103 Interviewing in Professional Settings
- 3183 Research Methods
- RTV 2053 News Writing
- 2063 Media Writing
- SCM 1011 Introduction to Adobe Photoshop
- 1021 Introduction to Adobe Illustrator
- 1031 Introduction to Adobe InDesign
- 2033 Argumentation & Debate
- 2103 Public Relations Principles
- 3013 Content Marketing and Strategy
- 3033 Persuasion Theory
- 3073 Event Planning
- 4003 Seminar in Mass Communication
- 4213 PR Writing and Design
- 4323 Strategic Communication Planning

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

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: 1) Higher Learning Commission; 2) the National Council for Accreditation of Teacher Education (NCATE), is pending accreditation by the Council for the Accreditation of Educator Preparation (CAEP); 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. 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.

Six Phases of the Pat Walker Teacher Education Program

Students enrolled in teacher education at the Hurie Teacher Education Center advance through the six curricular phases that follow: orientation/ recruitment, conditional admission to Teacher Education Program, admission to the Teacher Education Program, admission to Teaching Internship, graduation/ 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 six curricular phases is as 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 must complete EDU 1003, Theories of Human Learning, the initial course in the sequence. Likewise, students are expected to complete SPE 2013 Families and Students in a Diverse Society, the second course in the sequence. Students are 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 additional required seminars. Students are expected to apply for conditional admission to the Pat Walker Teacher Education Program and to complete the PRAXIS I exam prior by 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, understand that they will be expected to dress and conduct themselves in a professional manner.

PHASE II – CONDITIONAL ADMISSION TO TEACHER EDUCATION PROGRAM: Students formally apply for 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. However, conditionally admitted candidates may not enroll in Teaching Internship as this requires a separate admission process (see Phase III).

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 LENS Model Intensive Courses: Academic Writing (W), Speech Communication (C), and Quantitative Reasoning (Q).
- 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
- Completion of eight professional developmental seminars.
- 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 CAEP and 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 an intensive professional growth plan (IPGP) designed to help the candidate move into a satisfactory progress track.

****NOTE:** The fees for these requirements are available in the Education Division Office 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.
- Completion of 8 professional development seminars.
- 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.

Candidates not making satisfactory progress in Phase III or not meeting the criteria for Phase III, admission may be placed on an IPGP, 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 III may appeal any decision on their status according to the policy defined in the Teacher Education Handbook.

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 Unit 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 divisions' 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.
- 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.

At any point candidates are not meeting the criteria for Phase IV, admission may be placed on an IPGP, a policy designed to help the candidate move back onto a satisfactory progress track. The appeal process is included 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 at (501)682-4227.

NOTE: The ADE requires a state background check and maltreatment clearance. The fees for these requirements are available in the Education Division Office but are subject to change as indicated by state authorities.

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 Field Experience will survey each graduate and each graduate's supervisor about the graduate's performance during the first year of teaching.

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
ENG	1033	Academic Writing or other Writing Intensive course
COM	1003	Basic Oral Communication or other Communication Intensive course

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 (K-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 and Students 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 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 4312)

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

- EDU 3084 Teaching Math to Elementary Students
- 4084 Teaching Math to Secondary Students

Health and Physical Education (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 Stone

MAJOR (33 hrs):

- HSC 1031 Medical Terminology
- 2014 Anatomy & Physiology I
- 2034 Anatomy & Physiology II
- 3101 Physical Activity in Public Health
- 3123 Kinesiology
- 4011 Public and Community Health Promotion
- 4103 Exercise Physiology
- PHE 1011 Introduction to Physical Education
- 3044 Methods of Teaching Physical Education & Health in Secondary Schools
- 3222 Measurement and Evaluation
- 3024 Physical Education and Health for K-6
- 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 and Students in a Diverse Society

REQUIRED HEALTH MINOR (16 hrs):

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

* American Red Cross first aid certification will satisfy this course requirement but will not be awarded credit

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

EDU	3423	US History, Economics, and Social Studies for K-6
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 *
	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
	3024	Physical Education and Health for K-6

Military Science

A minor in Military Science provides students with the basic understanding of foundational principles and theories of international relations, national security theories and strategies, and national security policies. Students will also develop a sophisticated understanding of the political and legal structure of decision-making and the foreign policy decision-making processes, with emphasis on the international system of states, the structure and processes of international cooperation, and the interpretations of the moral and legal conventions surrounding warfare.

MINOR (18 hours):

Required Courses:

PLS 2033 International Relations
2103 Introduction to Strategic Studies

12 hours electives from:

PLS 2003 Introduction to Political Economy
3013 Comparative Political Regimes and Ideologies
3213 Survey of European Diplomatic and Military History
3263 Survey of American Diplomatic and Military History
4003 International Law and Organization
4043 Contemporary Issues in U.S. Foreign Policy and National Security
4093 Just War

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 hours of: 3073 Ancient and Medieval 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 (e.g., 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. . 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. www.ozarks.edu/academics/what-can-i-study/sociology

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
3083 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 B.S. curriculum in Biology is designed first to help the student explore the diversity of life, and how it works, and to discover for themselves how the scientific approach to understanding life provides reliable, trustworthy explanations for why things are the way they are. After learning about the variety of subjects covered by biology, each student chooses a professional preparation track, a set of courses focused on a more specific area of biology in which the student wants to become an expert and to have a career. Without exception, our most successful biology graduates participated in a variety of educationally enriching experiences outside of the classroom. Therefore, the Biology curriculum includes 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.

Advisors: Dr. Frank Knight, Dr. Sean Coleman, Dr. Warren Sconiers

MAJOR A **bachelor of science** in biology requires 40-41 hours, including the following:

BIOLOGY CORE:

12 hours Three 1000 or 2000 level biology courses, at least one of which must be 2000 level
BIO 4002 Biology Capstone

ALLIED COURSES:

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

BIOMEDICAL AND PRE-PROFESSIONAL TRACK:

BIO 3024 Genetics
Three of the following classes (11 hour minimum):
BIO 3134 Microbiology
3444 Physiology
4034 Cell Biology

- 4334 Anatomy
- 3113 Animal Nutrition
- 4013 Disease Ecology
- 4633 Bioethics

ECOLOGY AND WILDLIFE BIOLOGY TRACK*:

- BIO 2024 Plant Diversity and Ecology*
- 4044 Field Ecology

Three of the following classes (10 hours minimum):

- BIO 3024 Genetics
- 3124 Invertebrate 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

Two 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 VETERINARY MEDICINE 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
Basic Oral Communication
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. www.ozarks.edu/academics/what-can-i-study/chemistry

Advisor, Dr. Befrika Murdianti, Dr. Stewart Hart

MAJOR (47 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 2014 Calculus I
PHY 2014 General Physics I
PHY 2024 General Physics II

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 hours): 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. www.ozarks.edu/academics/what-can-i-study/environmental-studies

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

One course in statistics, determined by advisor
One course in research methods, determined by advisor

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

BIO 1124 Ecology and Evolution
2034 Animal Diversity and Evolution OR BIO 2024 Plant Diversity & Ecology
2334 Genes & Genomics
3344 Entomology
4543 Animal Behavior
ENS 3023 Conservation Studies
3043 Climate
PHS 1023/1024 Earth Science

Social and Cultural Studies (Four of the following courses - 12 hours):

ENG 2033 Literature and the Environment
ENS 3033 Environment, Natural Resources, and Community
3053 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 2033 Literature and the Environment
ENS 1013 Introduction to Environmental Studies
1023 Environmental Science
3033 Environment, Natural Resources, and Community

Health Science

The Health Science major at the University of the Ozarks is administratively housed in the Division of Mathematics and Sciences, but is interdisciplinary in nature including closely related fields of study such as psychology, business, physical education, and biology. The curriculum seeks to develop the student intellectually, socially, and spiritually focusing on the elimination of social injustices impeding the advancement of health in all populations.

The successful Health Science graduate will be able to empower communities to achieve optimal health and is an advocate for health promotion. The Health Science Major requires the completion of 30 hours in the core, and an additional 10 hours in a focused concentration. The Health Science Major prepares students for both graduate programs in the health sciences or positions in health professions including: Health Maintenance Organizations, Hospitals, Public and Private Clinics, Voluntary Health Agencies, Health Departments, Secondary Schools, or Business and Industry.

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

Advisors: Dr. Sean Coleman, Dr. Frank Knight, Mr. Stacy Key

The Health Science major consists of 40 total credit hours. Students must complete all courses in the Health Science Core, and 10 additional credit hours relative to the career choice of the student.

Health Science Core (30 Credits)

ECN	2003	Principles of Macroeconomics
HSC	1023	Personal Health and Safety
	1031	Medical Terminology
	2014	Anatomy and Physiology I
	2034	Anatomy and Physiology II
	3003	Nutrition
	3013	Principles of Epidemiology
	4113	Health Science Capstone
PSY	1003	General Psychology
	3053	Health Psychology

Health Promotion Concentration (10 Credits)

The Health Promotion Concentration is designed for students with a major in Health Science, who seek admission into a graduate program in Public Health or gain positions in health professions including: Health Maintenance Organizations, Hospitals, Public and Private Clinics, Voluntary Health Agencies, Health Departments, Secondary Schools, or Business and Industry. Students seeking graduate programs in Public Health should review the matriculation requirements of their intended graduate program, and then work with their faculty advisors to complete the courses best suited to enter their intended program of study. Course content within this concentration empowers students to lead communities to achieve optimal health and advocate for social change. Students must take the following three courses that total 10 -credits.

HSC	2503	Drug Education
	3064	Health Education
PSY	3133	Developmental Psychology: Development Across the Lifespan

*Recommended minors for this program include Business Administration, Communication Studies, Economics, Education, International Business, Management, Marketing or Strategic Planning, depending on the student's chosen career path.

Pre-Professional/Clinical Concentration (10 Credits)

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

HSC	3123	Kinesiology
	4103	Physiology of Exercise
	4204	Biomechanics

*It is suggested that students in this concentration fulfill their quantitative analysis course with a statistics course as this is often required for graduate programs in the Health Sciences.

NOTE: First Aid certification is recommended for all majors prior to graduation; however students may transfer in a course in emergency response or show evidence of current certification by the American Heart Association.

MINOR: A minor in Health Science shall consist of the following 19 credit hours:

ECN	2003	Principles of Macroeconomics
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HSC	1023	Personal Health and Safety
	2503	Drug Education
	3013	Principles of Epidemiology
	3064	Health Education
PSY	1003	General Psychology

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

Advisors, Mr. Stacy Key, Dr. Buddy L. Smith, Dr. Matt Myers, Dr. Casey Orndorff

MAJOR (42 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
	4212	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

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
 - CHM 1014 General Chemistry I
 - 1024 General Chemistry II
 - 3014 Organic Chemistry I
 - 3024 Organic Chemistry II
 - MTH 2014 Calculus I
 - PHY 2014 General Physics I
- One course from the following:
- ACC 2003 Principles of Accounting I
 - ECN 2003 Principles of Macroeconomics
 - 2013 Principles of Microeconomics
- Three courses from the following:
- COM 1003 Basic Oral Communication
 - ENG 1013 Composition I
 - 1213 Composition II
 - Any advisor-approved survey of literature course
- Three courses from the following:
- BIO 2314 Cell Biology*
 - 3444 General Physiology*
 - 4432 Anatomy Laboratory*
 - 4644 Molecular Genetics*
 - CHM 3104 Quantitative Chemical Analysis*
 - 4104 Biochemistry*
 - MTH 2024 Calculus II
 - 3033 Probability & Statistics
 - PHL 1003 Logic
 - PHY 2024 General Physics II

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

American History	Philosophy
Anthropology	Political Science
Art**	Psychology
Ethics	Religion
Geography	Sociology
Literature	Theatre**
Music**	World History
Spanish	

*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

Psychological science attempts to understand the biological, psychological and sociocultural influences that impact how we think, feel and behave. Whether through rigorous application of the scientific method to uncover new insights about behavior, or through the careful application of empirically derived treatments, psychologists attempt to improve the human condition. Students have many reasons for majoring in psychology. Some enjoy observing behavior and are interested in applying their observations to their personal lives. Other students plan to become psychologists or enter a profession where psychology can be beneficial – business, social work, counseling, teaching, administration, and research. 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

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 or, 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. www.ozarks.edu/academics/what-can-i-study/quantitative-reasoning

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

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

MINOR (18 hours):

- BIO 2024 Plant Diversity & Ecology
- MGT 3023 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 2013 Principles of Accounting II.

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 4013 Accounting Information Systems A study of the concepts and issues relating to the design and implementation of information systems. Specific emphasis on management report format and content, data collection, accumulation, and storage techniques. Prerequisites: ACC 2013, Principles of Accounting II, MGT 2003, Survey of Management.

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

ACC 4123 Auditing This course is designed to be the culmination of the student's accounting studies. Through this capstone experience, students will complete a major auditing project and a comprehensive exam to demonstrate knowledge of the discipline. The course content is a study of audit procedure and techniques, working papers and audit reports, internal controls, auditing problems and opinions, legal responsibilities, and professional ethics in the accounting field. Prerequisites: Senior status or instructor permission.

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. Prerequisites: junior or senior status.

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 develops 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 is 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 is explored.

ART 2073 Sculpture I This course is designed to introduce students to the fundamentals and technical principles of working three dimensionally. Students experiment with a number of construction methods and materials used to create, represent, respond to, and reflect on form in space.

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 cover anatomy, line quality, tonality, gesture, composition and includes the use of various drawing media. Students 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 In this intermediate level course, students learn a variety of mold making and casting techniques while continuing to develop their own personal voice through content and composition. Prerequisite: ART 2073 Sculpture I.

ART 3133 Ceramic Surfaces This course explores 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 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 also introduces 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 complete a practicum in an art classroom. Early Childhood Education majors complete art observation requirements concurrent with their required education course work or no less than 15 hours. Both majors 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 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 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 participates in an art education conference or workshop as part of their professional development. A unit of study is 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 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 and 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 3134 Microbiology A general course designed for biology majors and those in pre-professional training. This course will acquaint students with the diversity, structures, and functions of microscopic organisms as related to their medical, immunological, and environmental significance, with special emphasis on bacteria. Safety procedures, culture techniques, and identification of microorganisms will be emphasized. There is one 3-hour laboratory per week. Prerequisites: Two biology courses, 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: One biology course 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 courses, 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 statements. Junior classification and four biology courses.

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

BIO 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 3003 Business Communication A study of communication as related to business. The course includes principles of effective business communication using technology to generate documents including letters, memos, and reports; international, ethical, and interpersonal topics are integrated throughout the course. Students will learn to manage business protocol and etiquette issues. Prerequisite: completion of the Writing intensive requirement or division dean permission.

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. Prerequisites: ACC 2003 Principles of Accounting I, ACC 2013 Principles of Accounting II, ECN 2003 Principles of Macroeconomics, ECN 2013 Principles of Microeconomics, MGT 2003 Survey of Management, MKT 2003, Marketing Concepts, BSA 3003 Business Communications, BSA 3013 The Legal Environment of Business, I, BSA 3023 Applied Statistics.

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. Prerequisite: BSA 4003 Business Finance.

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. Prerequisites: junior or senior status.

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 co-requisite: 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 4003 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 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 4034 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 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 devises an instructor-approved project and leads 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 and historical context 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 Public Speaking. 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 is 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 4003 Seminar in Mass Communication Small group study of special topics related to communication.

COM 4102 Professional Research and Ethics This course serves as the major capstone experience. Students 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 complete a professional communication-related project and 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 course fulfills developmental requirements in reading and writing. It is designed to help students develop reading and writing strategies necessary to master the content of college course requirements. Topics covered will include reading comprehension skills, elements of paragraph and essay writing, and other study techniques necessary to succeed at the collegiate level. Students who pass Reading and Writing Strategies with a grade of "C-" or better may enroll in Academic Writing or a 'W' Intensive Course. Students who make below a "C-" in Reading and Writing Strategies must repeat the course the following semester, meeting requirements cited above.

DEV 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. Prerequisites: ECN 2003 Principles of Macroeconomics, ECN 2013 Principles of Microeconomics.

ECN 3103 Intermediate Macroeconomic Theory An expansion upon Principles of Macroeconomics with emphasis placed upon macroeconomic variables dealing with national income analysis, historical and recent macroeconomic theories, and current economic developments. Prerequisites: ECN 2003, Principles of Macroeconomics and ECN 2013, Principles of Microeconomics.

ECN 3203 Intermediate Microeconomic Theory An extension of Principles of Microeconomics with emphasis placed upon microeconomic variables dealing with cost and revenue analysis, utility and indifference analysis, pricing, and institutions of competition. Prerequisites: ECN 2003, Principles of Macroeconomics and ECN 2013, Principles of Microeconomics.

ECN 3303 Money and Banking A study of the principles of money and banking with consideration given to monetary policy, standards, and management, the Federal Reserve System, the commercial banking process, the U.S. Treasury, fiscal policy, and monetary legislation. Prerequisites: ECN 2003, Principles of Macroeconomics and ECN 2013, Principles of Microeconomics.

ECN 3313 Current Economic Issues A study of selected topics of current interest in economics. Prerequisites: ECN 2003 Principles of Macroeconomics and ECN 2013 Principles of Microeconomics.

ECN 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 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. Prerequisites: junior or senior status.

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 e-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:** EDU 1003 Theories of Human Learning

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 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 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 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 K-6 and 7-12.

EDU 3343 Integrated Curriculum I – Methods for Teaching K-Grade 2 Art, Music & Movement, Language Arts, Mathematics, Science, Social Studies This course emphasizes developmentally appropriate practices for children in K-Grade 2. Pre-service teachers have the opportunity to analyze and develop integrated curricula within the context of professional, state, and local standards. The course involves rigorous study of reading, language, speaking/listening, and writing, and how to integrate them in model units/lessons with the purpose of building deep content knowledge about a topic. Pre-service teachers build a working knowledge of curriculum strategies and techniques on which to base wise curriculum decision making for children K-Grade 2 by creating and teaching a unit of study that integrates mathematics, science, social studies, literacy, the arts, and technology. Candidates will use digital media for research and collaboration. Additionally, the course will emphasize methods of measuring and reporting student progress with the goal of making valid data-driven decision making. The course emphasizes developmentally appropriate curriculum that includes Common Core and other nationally recognized standards, as well as state adopted standards; focuses on integration on literacy throughout content courses and adapting curriculum for diverse learners. *(This block of courses must be taken concurrently: EDU 3222, Integrating the Three Dimensions of Science, EDU, 3232, Diagnosis and Assessment of Elementary Students, EDU 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 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 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 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 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 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. Prerequisite: Conditional Admission to the Pat Walker Teacher Education Program. *(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, SPE 3013, Planning, Instruction, and Assessment for Students with Disabilities.)

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. *This course is taken concurrently with EDU 4312, Teaching Internship II.*

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 4312, Teaching Internship II.*

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 4112, Fine Arts for K-6 Teachers, EDU 4121, Data Organization and Interpretation, EDU 4302, Teaching Internship I, EDU 4403, Educational Assessment.)*

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 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 data-driven decision making. The course emphasizes developmentally appropriate curriculum that includes Common Core and other nationally recognized standards, as well as state adopted standards; focuses on integration on literacy throughout content courses and adapting curriculum for diverse learners. Prerequisite: Conditional 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 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 4213 Secondary Principles and Practices This course emphasizes teaching methods appropriate for use with students in late childhood through adolescence based on developmental theory. The course encompasses the specialized knowledge, dispositions, skills, and commitment needed to successfully teach young adolescents. Candidates will be expected to engage in a variety of personal explorations that will enable them to make considered decisions about their potential secondary educators and to develop an understanding of the unique cognitive, behavioral, and affective needs of secondary students. It will emphasize the development and implementation of interdisciplinary thematic units and lessons relevant to the adolescent learner, including accommodation strategies for diversity. The course will be differentiated according to the need of the candidate. Students will focus a majority of their time on issues relevant to secondary education. Required field placements in this course will be made according to the candidate's intended licensure area with experiences provided throughout the grade range of the intended licensure area.

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 aide and progress to teaching lessons in the classroom setting. 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. 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 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.

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.

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 1005 English for Speakers of Other Languages An intensive review of English grammar, usage, and vocabulary, this course is intended for English language learners who already have considerable facility in English but are facing the challenges of speaking, listening, reading, and writing in English at the college level. This course prepares students either for ENG 1003 College Reading and Writing Skills or for ENG 1033 Academic Writing (or a different writing intensive-designated course) in their next semester of study.

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 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, 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 introduces 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.

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 2133 Literature and the Environment This course studies some of the chief ways in which literature has dealt with the nonhuman environment, concentrating especially on examples of narrative and nonfiction prose, but also with some attention to lyric poetry.

ENG 2213 Shakespeare This course introduces students to the dramatic works of William Shakespeare. The topic for the course varies and may include his tragedies, his comedies and romances, his history plays, or his sonnets. The course may be repeated for credit provided the topic is different.

ENG 2233 Literary Perspectives on the Bible This course explores the Bible as a text of sacred literature. Emphasis falls on the conventions for reading its various genres. With respect to the Hebrew Bible, it begins with history, moves back to myth, and then moves forward to prophecy. The lyrics of the Psalms are a major emphasis, as is the wisdom literature of Ecclesiastes. This portion of the course concludes with Job. With respect to the New Testament, the major focus is the synoptic gospels and the Gospel of John. The course concludes with a consideration of apocalyptic literature, as represented by the Book of Revelation.

ENG 2313 Introduction to Literary Theory This course introduces students to major critical approaches to literature and to the theory that underpins them. These include New Criticism, Marxist criticism, psychoanalytic criticism, structuralist criticism, reader-response criticism, feminist criticism, deconstruction, New Historicism, and postcolonial criticism. Criticism and theory are 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: Sophomore status

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 are the principal focus of the course, an important secondary emphasis includes selecting and teaching literature to young adults, taking into account their development and needs. Prerequisite: ENG 2313 Introduction to 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: ENG 2043 Introduction to Creative Writing or permission of the instructor.

ENG 3213 American Romanticism This course traces 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 co-requisite: ENG 2313 Introduction to Literary Theory, or instructor permission.

ENG 3223 American Realism This course traces the development of American literature from the beginning of the Industrial Revolution through the 1890s. A major focus is 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 co-requisite: ENG 2313 Introduction to Literary Theory, or instructor permission.

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

ENG 3243 Contemporary Literature This course treats 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 co-requisite: ENG 2313 Introduction to Literary Theory, or instructor permission.

ENG 3253 Romantic Poetry This course traces the development of British poetry during the late eighteenth and early nineteenth centuries. It examines the work of poets such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Prerequisite or co-requisite: ENG 2313 Introduction to Literary Theory, or instructor permission.

ENG 3263 Victorian Novel This course traces the development of British novel from the 1830s through the 1890s. It examines the work of novelists such as Dickens, the Brontes, Thackeray, Eliot, Trollope, and Hardy. Prerequisite or co-requisite: ENG 2313 Introduction to Literary Theory, or instructor permission.

ENG 3273 Modern British Novel This course traces 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 co-requisite: ENG 2313 Introduction to Literary Theory, or instructor permission.

ENG 4093 Early Modern Poetry This course traces 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 co-requisite: ENG 2313 Introduction to Literary Theory, or instructor permission.

ENG 4123 Chaucer This course surveys the major poetic works of Geoffrey Chaucer, particularly *Troilus and Criseyde* and *The Canterbury Tales*.

ENG 4143 Shakespeare This course surveys 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.

ENG 4163 Milton This course surveys the major works of John Milton. Although some attention is paid to his prose writings, the bulk of the course focuses on his poetry, particularly on *Paradise Lost*. Prerequisite or co-requisite: ENG 2313 Introduction to 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 co-requisite: ENG 2313 Introduction to Literary Theory, or instructor permission.

ENG 4323 The Eighteenth-Century Novel This course traces the development of the British novel during the eighteenth century. The course focuses on the work of novelists such as Defoe, Richardson, Fielding, and Sterne. Prerequisite or co-requisite: ENG 2313 Introduction to 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.

Environmental Studies

ENS 1013 Introduction to Environmental Studies The course shall consist of (a) study of the web of life and the Earth's ecosystems, (b) mankind's use of and impact upon the Earth, (c) environmental problems (air and water pollution, ozone depletion, global warming, resource depletion, etc.), (d) consideration of the ethical dilemmas and alternatives.

ENS 1023 Environmental Science The course shall present the nature of science, methods of science, and nature of the environment; and then apply this knowledge to selected major environmental problems. For each subject or problem the ethical, social, and political dilemmas and alternatives shall also be discussed.

ENS 3013 Environmental Ethics Over time there have been many different human conceptions of their physical environments. Many of these conceptions are strongly linked to ethical values and beliefs, some of which have contributed to environmental degradation and crisis. There currently exist many different perspectives concerning the relationship between humankind and the earth. The purpose of this class is to examine these many and varied conceptions of the human/environment relationship. Ethical perspectives include Judeo-Christian, Native American, Islamic, Buddhist, Hindu, and Confucian. Junior standing or permission of the Instructor required.

ENS 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 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 3043 Climate Fluctuations in the Earth's climate have existed since the birth of our planet. Today's narrow climate range has been ideal for the evolution and persistence of Homo Sapiens. This course will examine climate in the context of Earth System Science evaluating the influence the hydrosphere, the biosphere, the atmosphere, the cryosphere, the geosphere and external forcing by the sun. We will examine past climates to understand natural climate variation, and then will evaluate the influence of anthropogenic forcing and the changes the Anthropocene will experience as human activities govern the climate change of the future. Prerequisite: ENS 1023 Environmental Science or PHS 1023 or 1024 Earth Science.

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 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.

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 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 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 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.

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 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 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 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.

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.

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 Seminar This course facilitates the transition to college and introduces students to Ozarks as an academic community that values intellectual curiosity, personal responsibility, and mutual accountability. The seminar format promotes discussion and interaction among students and their professor, and this close interaction helps students adjust to and embrace academic life.

IND 2013/ 4013 Ozarks Abroad A variable topics course that includes foreign travel as a required component. Ozarks Abroad courses must include a significant international cultural component (social, economic, political, geographic, environmental, and/or artistic) and must be approved by the Dean of the faculty instructor, the Office of Public Safety, and the Student Enrichment Fund Selection 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. Prerequisites: junior or senior status.

Marine Biology

Ozarks is affiliated with the Gulf Coast Research Laboratory located at Ocean Springs, Mississippi. The laboratory is part of the Institute of Marine Sciences of the University of Southern Mississippi. It is located on a 45-acre tract on the edge of the Mississippi Sound. Available on the GCRL campus are extensive research facilities, including research vessels, an electron microscope, computer equipment, dormitories, a cafeteria, a well-stocked library, and a research specimen museum. Qualified students may take courses at the laboratory which may be applied toward graduation requirements at Ozarks.

For a list of Marine Biology courses offered at the University of Southern Mississippi, please visit their website: http://www.usm.edu/gcrl/coastal_sciences/course_descriptions.php.

Marketing

MKT 2003 Marketing Concepts A survey of the marketing function in organizations. Topics include the competitive, cultural, demographic, technological, and political environments, buyer behavior, segmentation, and strategies for product offerings, pricing, distribution, and promotion.

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 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 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. 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 3213, Marketing Research (or approved research course), MKT 4113, Promotion Strategies, and/or instructor and division dean 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 3103 Consumer Behavior

MKT 4213 International Marketing A study of the process of globalization and the implications of globalization for businesses and their managers. Topics of concern include: Culture variables, economies, trade and investment policies, and marketing strategy. Prerequisite: MKT 2003, Marketing Concepts.

MKT 4223 Global Advertising A study of the effectiveness of national cultural segmentation in advertising. The course views consumer behavior, communication, advertising appeals and execution style from a cultural perspective. Topics include High-Context and Low-Context cultures, Hofstede's Five Dimensions of National Culture, Culture-Specific Values, and Adapting Execution Style to Culture. Prerequisite: MKT 2003, Marketing Concepts.

MKT 4303 E-Commerce As e-Business gains critical mass to be considered a primary segment of the Global economy, this course will consider the consumer attitudes and behavior explaining why e-business is meeting their needs and the strategic factors of successful entrants into this exciting segment. Prerequisite: MKT 2003, Marketing Concepts.

MKT 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. Prerequisites: MKT 2003 Marketing Concepts, junior or senior status.

Mathematics

MTH 1023 Mathematical Literacy 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.

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 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 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 3991-3 Directed Study in Mathematics Various topics, on demand. May be repeated for credit when topics vary. By special arrangement with the Instructor.

MTH 4043 Introduction to Abstract Algebra An introduction to algebraic structures, primarily groups, rings, and fields. Prerequisite: MTH 2024, Calculus II and MTH 3123, Linear Algebra.

MTH 4113 History of Mathematics Selected topics in the history of mathematics with an emphasis on the development of mathematics, and the people who contributed to those developments. Prerequisite: MTH 2024, Calculus II, or permission of the Instructor.

MTH 4143 Advanced Calculus Limits, continuity, and differentiation of functions of one and several variables, the Riemann integral, and vector analysis. Prerequisite: MTH 2123, 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.

Military Science

MS 1101 Leadership I Introduces cadets to the personal challenges and competencies that are critical for effective leadership. MSL101 introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader.
Lecture/Laboratory

MS 1111 Leadership II Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn the personal development of life skills such as critical thinking, time management, goal setting, and communication. Cadets learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during a weekly lab facilitated by MSL III Cadets and supervised by Cadre.

MS 2312 Military Organization/Tactics I Adds depth to the cadets understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through critical and creative thinking and the ability to apply Troop Leading Procedures (TLP) to apply innovative solutions to problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during Leadership Lab, team building exercises, and Field Training Exercises.

MS 2402 Military Organization/Tactics II Focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises at squad level. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by cadre.

MS 3503 Advanced Leadership/Tactics I *Training Management and the Warfighting Functions* is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills that can further develop you in to a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation System (COER). Successful completion of this course will help prepare you for the SROTC Advanced Camp, which you will attend in the summer at Fort Knox, KY.

MS 3603 Advanced Leadership/Tactics II Focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice, and apply the fundamentals of

direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare you for the Cadet Summer Training Advance Camp, which you will attend in the summer at Fort Knox, KY.

MS 4703 Applied Leadership/Management I Focuses on development of the Army Officer. It is an academically challenging course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

MS 4803 Applied Leadership/Management II An academically challenging course where you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and an Oral Practicum as the final exam. The Oral Practicum explores your knowledge of how you will be prepared for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

MS 4903 Advanced Officership I Advanced Officership I is a special problems course on professional military related topics. The course will emphasize personal and professional goals for officers and related tactics involved in military history. Prerequisites: MS 3503 or MS 4703 and approval of the Professor of Military Science.

MS 4913 Advanced Officership II Advanced Officership II is a special problems course on professional military topics specifically related to the branches of the US Army. The course will emphasize personal and professional goals for each officer by enhancing their knowledge of their assigned branch and component. Prerequisites: MS 3503 or MS 4703 and approval of the Professor of Military Science.

MS 4013 U.S. Military History A study of the American military from its colonial origins to the present, including the development of the military establishment and its relationship with American society.

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 MUS 1013 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 is also devoted to the art of concert attendance; students are 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 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 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 culminates 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 examine in what ways music works to complement or deepen understanding of the visual image, influencing their interpretation of characters, plot and meaning. Students are 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 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. 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 3023 Musical Repertoire Students will research and analyze repertoire in their own performance fields (vocal, choral, piano, or organ).

MUS 3103 Basic Conducting The emphasis of this course is 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 is 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 is 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 is 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 is paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in the 20th Century.

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

MUS 4101 Senior Seminar in Music This course provides academic preparation for a capstone experience in music. While enrolled in the Senior Seminar, each student plans a senior project in keeping with their interests, career aspirations and abilities. The course also requires 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 write a senior thesis representing original research on a topic of their own choosing and present their results in a public forum. Prerequisite: MUS 4101, Senior Seminar in Music.

LESSONS AND ENSEMBLES:

MUS 1201-3201, 1202-3202 Applied Voice Private instruction in voice designed to foster technique, performance skills and literature appropriate to the demonstrated ability of the individual student. Attendance and performance in studio seminar are required for all students enrolled. Music majors are required to take a jury examination at the end of this course. Course level will be determined by the voice faculty. Only music majors or minors with a primary emphasis in voice may enroll for two credits. Prerequisite: Permission of the Instructor. May be repeated for credit.

MUS 1301-3301, 1302-3302 Applied Piano Private instruction in piano designed to foster the development of techniques and literature appropriate to the demonstrated ability of the individual student. Attendance and performance in studio seminar are required for all students enrolled. Music

majors are required to take a jury examination at the end of this course. Course level will be determined by the piano faculty. Only music majors and minors with a primary emphasis in piano may enroll for two credits. Prerequisite: Permission of the Instructor. May be repeated for credit.

MUS 1401-3401, 1402-3402 Applied Organ Literature studied may date from the fifteenth through the twentieth centuries. Instruction will be for the purpose of developing proficiency in ensemble, recital, and church service playing. For the beginning student; standard manual and pedal technique will be studied thoroughly. Prerequisite: Keyboard proficiency examination.

MUS 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 3601 Women's Ensemble An SSAA choir concentrating on the highest possible performance skills through the preparation and performance of a wide variety of choral literature for women's voices both on- and off-campus. Open by audition only.

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 2501 or MUS 3501, Chapel Choir. May be repeated for credit.

Physical Education

PHE 1013 Introduction to Physical Education This introductory course provides an overview of the physical education 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 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 32232 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 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: PHE 3013, Theory of Coaching Athletics, and junior or senior standing.

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 *Fa/staff*. 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 meta-ethical theory, Bio-medical Ethics, Business Ethics, and so on. Students may repeat this course for credit provided the topic is different.

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

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

Physical Science

PHS 1004 Introductory Physical Science An area course for general education which coordinates the various disciplines of the physical sciences as they pertain to living in the scientific age. Three hours of lecture and two hours of laboratory per week.

PHS 1023 Earth Science This course introduces the student to astronomy, meteorology, geology and oceanography.

PHS 1024 Earth Science with Laboratory This course introduces the student to astronomy, meteorology, geology and oceanography. In the laboratory students will participate in hands on experiments and exercises to better understand the physical world in which we live on the same topics as those covered in the lecture.

PHS 1043-4 Astronomy A non-mathematical survey of astronomy. Topics will include the solar system, stars, and galaxies. PHS 1043 meets for three hours of lecture per week; PHS 1044 meets for three hours of lecture and two hours of lab 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 co-requisite: MTH 2014 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 co-requisite: MTH 2024 Calculus II.

Political 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. Typically, 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 2103 Introduction to Strategic Studies. An introduction to the development and practice of military strategy and its relationship to political objectives from the Renaissance through the Cold War. Emphasis is placed on the relationship between military and civilian institutions and policy makers and on the relationship between strategic theory and its application.

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 Survey of European Diplomatic and Military 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 and Military 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 on primary 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 law 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 statistics used in the behavioral sciences to include measures of central tendency and variability, correlation and regression, and basic inferential statistics. 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 3011- 4011 – Cognitive lab Experiential laboratory experience focusing on human cognition. All stages of the research process will be considered from background literature research through study design and manuscript/grant proposal preparation will be covered. Prerequisites: consent of the instructor

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 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 organized 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 human development from prenatal gestation to geriatric timeframes will be considered. Topics will include physical, cognitive, social and moral development from childhood through adulthood. Prerequisite: PSY 1003 General Psychology.

PSY 3143 Industrial Psychology This course will focus on the factors which influence individual and organizational effectiveness. Employee testing, personnel selection, performance appraisal and training will be studied. Prerequisite: PSY 1003, General Psychology.

PSY 3153 Psychology and the Law An examination of the legal system through the use of psychological concepts, methods, and research results. A coverage of a number of topics relevant to social sciences include dilemmas that persist and recur, such as the right of the mentally ill, eyewitness identification, the punishment prescribed by judges, jury selection, criminal investigation and the rights of victims and children. Examples of actual cases and trials are used in the course to apply psychology's scientific findings in the legal system. Prerequisite: PSY 103 General Psychology

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 and PSY 2003, Fundamental Statistics for Behavioral Sciences,

PSY 4033 Cognitive Psychology Study of human information processing. Topics include stimuli identification, attention, memory, language, decision making and problem solving. Prerequisites: PSY 1003, General Psychology and PSY 2003 Statistics for Behavioral Sciences

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

RTV 2053 Newswriting A course focusing on writing basic news stories for broadcast, print, and online media. Students also study important principles of news gathering and news judgment.

RTV 2063 Media Writing A course focusing on skills for planning and writing for broadcast media, multimedia, and film, including public service announcements and commercials as well as corporate video and entertainment scripts.

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 utilize the medium to tell stories and produce programming for KUOZ Channel 6 and for the web. Students 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 3203 The Documentary A course designed to examine the historical development of the documentary film genre. Various documentary films and videos are 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 historical appreciation for the medium of radio as well as an overview of operations within a radio station, this course includes live and recorded on-air

performance on the University's radio station, KUOZ 100, utilizing analog and digital technology as well as production and automation software.

RTV 3893 Practicum Utilizing acquired communication theory and skills, students collaborate to devise fieldwork projects, which are implemented under instructor supervision. Instructor permission required.

RTV 4003 Seminar in Mass Communication Small group study of variable topics related to radio/television/video.

RTV 4013 Student Producers Following one or more semesters of successful newscast production, students enroll in a course designed to continue to build on their video production skills. Specifically, they are 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 are emphasized. The course may be repeated for credit. Pre-requisites: RTV 1024 Media Production I and RTV 2084 Media Production II.

RTV 4024 Backpack Journalism w/lab This advanced broadcast journalism class incorporates the traditional model of broadcast reporting for radio and television, with the Backpack Journalism approach founded and developed by Michael Rosenblum, Jon Alpert, and Bill Gentile. Students use their reporting, interviewing, and editing skills to produce high-quality traditional news stories as well as cinema vérité-style storytelling to deliver high-quality stories on television, radio, and web platforms. Pre-requisites: Grades of C or better in RTV 1024 Media Production I and RTV 2084 Media Production II.

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 serves as the first portion of the student's major capstone experience. Students 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 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 complete a major communication-related project and 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 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 are also examined.

REL 2303 Social Issues from Christian Perspectives Employing biblical traditions as the foundation for reflection, this course examines some of the more controversial social issues of our day. Discussion centers 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 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 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 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 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 1) 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. 2) 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. 3) 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. 4) Selected Topics in Social Anthropology—e.g., Consequences of Technological Change, The American Experience through Film, etc. Prerequisites: SOC 1013, Introduction to Sociology and consent of the Instructor.

Spanish

SPN 1013 Elementary Spanish I This is a foundational course 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.

SPN 1023 Elementary Spanish II This is a foundational course in the fundamental 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 Elementary Spanish I.

SPN 1105 Intensive Elementary Spanish This course focuses on the grammar and vocabulary necessary for students who have a serious or professional interest in Spanish. This course involves some reading and writing, and emphasize speaking and listening. Students also gain extensive knowledge about the various cultures of the Spanish-speaking world.

SPN 2013 Intermediate Spanish I This is an intermediate level course 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.

SPN 2023 Intermediate Spanish II This is an intermediate level course 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 2013 Intermediate Spanish I.

SPN 2105 Intensive Intermediate Spanish A continuation of Intensive Elementary Spanish, this course permits students who have a serious or professional interest in Spanish to build their knowledge of grammar and vocabulary. Emphases continue to be on speaking and listening, but writing and reading become increasingly important. Students 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 this course 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. Co-requisite: 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 use the grammar they learned in the Intensive Spanish sequence in more complex and sophisticated ways. Students continue to increase their vocabulary by rigorous reading, and they 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 explores the poetry of Mexican modernist writers. The subsequent sections 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. It begins by situating Spanish American Modernism and its relation to cultural production at the beginning of the twentieth century. The course's analysis of Modernism focuses primarily on collections of poetry. It then explores 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. The course begins by situating Spanish American Modernism and its relation to cultural production at the beginning of the twentieth century and then proceeds to analyze a selection of poetry from the region. A selection of novels from each country follows. 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. The course begins by situating Spanish American Modernism and its relation to cultural production at the beginning of the twentieth century. The course's analysis of Andean Modernism focuses primarily on collections of poetry. It then explores a series of novels which foreground cultural problems at the national level as well as aesthetic innovations. Novels are 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 is on assessment of each student's achievement of program aims over the course of the major. Prerequisite: Immersion Experience.

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 means of action and expression; multiple means of engagement; learning objectives that are measurable and appropriately challenging; identifying means of providing access to the curriculum; organizing the learning environment; understanding and supporting students with challenging behaviors; instructional strategies/techniques that are appropriate; considering students' ages and abilities; instructional strategies for ensuring individual academic and behavioral success in one-to-one, small group, and large group settings; instructional strategies that facilitate maintenance and generalization of concepts; selection and implementation of research-based interventions for at-risk learners, and an in-depth study of all aspects of assessment. *(This block of courses must be taken concurrently: EDU 3222, Integrating the Three Dimensions of*

Science, EDU, 3232, Diagnosis and Assessment of Elementary Students, EDU 3343 Integrated Curriculum I – Methods for Teaching K-Grade 2, EDU 3401, Practicum 1, K-Grade 2, EDU 3021, Educational Technology, and EDU 4013, Foundations of Reading.)

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 Introduction 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 and Strategy 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 3073 Event Planning This course focuses on the process of planning various kinds of events to meet strategic communication purposes for organizations. A key component of the course is application of the information presented in class, through planning and implementation of events.

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

SCM 4213 PR Writing and Design Students develop skills in preparing different types of messages used to accomplish public relations strategies.

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

Sustainable 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, explore the importance of biodiversity in agriculture and address productivity and economic viability of sustainable food systems. This course will involve a substantial field based component as students will plan, prepare, and plant a spring garden.

SUS 3003 Agroecology This course will focus on agricultural systems from an ecological perspective with an emphasis on how agroecosystems can contribute to a more sustainable society. Topics covered in this course will include basic ecological concepts and their applications to agricultural systems. This course will involve a substantial field based component as students will participate in the campus *Food for Thought Garden*.

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

Theatre

THR 1013 Introduction to Theatre 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 survey-seminar 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 survey-seminar 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 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

Ph.D. University of Arkansas

M.A. University of Georgia

B.A., University of New Orleans

Bruce Brown, Walton Professor of Theatre

M.F.A., University of Virginia

B.A., Southeastern Oklahoma State University;

NaLisa Brown, Instructor of Management

Steve Burnett, Assistant Professor of Psychology
and University Counselor

M.S., Murray State University

B.S., University of the Ozarks

Sidni Carruthers, Instructor of Communication

M.A., Texas State University

William Clary, Professor of Spanish and Director of
Walton International Studies Program

Ph.D., University of Missouri

M.A., University of Missouri

B.A., University of Missouri

Sean Coleman, Dean, Division of Mathematics and
Sciences and Professor of Biology

Ph.D., University of Iowa

B.A., Luther College

David Daily, Professor of Religion

Ph.D., Duke University

M.Div., Yale University

B.A., Ouachita Baptist University

Stewart Dippel, Professor of Political Science

Ph.D., Ohio State University

M.A., Miami University

B.A., Miami University

William Eakin, Professor of Philosophy and
German

Ph.D., University of Arkansas, Fayetteville

M.A., Baylor University

M.A., University of California, Davis

B.A., Hendrix College

Susan Edens, Assistant Professor of Practice of
Communication

M.A., Arkansas Tech University

B.A., University of the Ozarks

Christine Farrell, Associate Professor of Practice of
Economics and Business

M.B.A., Webster University

B.S., University of the Ozarks

Karen Fawley, Associate Professor of Biology

Ph.D., North Dakota State University

M.S., Old Dominion University

B.A., University of Texas

Karen Frank, Director of Ozarks Experience and
Associate Professor of History

Ph.D., University of California – Santa Barbara

M.A., University of Akron

B.A., University of Michigan

Allison Freed, Assistant Professor of
Education/Science Education

Ph.D., Michigan State University

B.S., Central Michigan University

Sharon Gorman, Walton Professor of Music

Ph.D., Stanford University

M.M., Westminster Choir College

B.M., Westminster Choir College

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Ph.D., University of Arkansas

M.A., Southern Illinois University – Edwardsville

B.A., Monmouth College

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M.A., University of Arkansas

B.S., Southwest Missouri State University

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B.F.A., University of South Dakota

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B.F.A., University of Georgia;

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- D.M.A., University of Alabama
M.M., Bowling Green State University
B.S., Emory and Henry College
B.A., Emory and Henry College
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Ph.D., The University of Kansas
M.A., University of Arkansas
B.A., University of the Ozarks
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B.S., University of Maine at Fort Kent
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B.E. Universidad Catholica Andres Bello
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M.S., University of Tulsa
B.S., Institut Teknologi, Bandung, West Java, Indonesia
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M.S., Clemson University
B.S., Mississippi University for Women
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M.A., Emory University
B.A., University of North Carolina, Chapel Hill
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Ph.D., Emory University
M.A., Emory University
B.A., University of Vermont
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Ph.D., Louisiana Tech University
M.S., Louisiana Tech University
B.S., West Virginia University Institute of Technology
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M.S., University of Arkansas, Fayetteville
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Ph.D., University of Edinburgh

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M.A., Fletcher School of Law and Diplomacy, administered by Tufts University and Harvard University

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Success Center

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Hunter Jackson, Major Gifts Officer

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Mike Lambeck, Assistant Coach for Men's Soccer

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Rebecca Lester, Director of Major Grants

Whitney Lewis, Assistant Coach for Men's &
Women's Tennis

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Assistant/Special Projects Manager

Kimberly Maddox, Executive Suite Administrative
Assistant

Amanda McCartney, Catering Manager - Aramark

Raeann Meier, Assistant Director of Marketing

Frances Mills, Cheer/Stunt Coach

Deborah Mooney, Academic Support Coordinator

EmmaLee Morrow, Office Manager for Admission

Christina Moya, Assistant Athletic Trainer
Phyllis Parsons, Graphic Designer and Brand Coordinator
Patricia Pearson, Alumni Relations Administrative Assistant
Dody Pelts, Assistant Director, Jones Learning Center, and Psychology Specialist
Josh Peppas, Sports Information Director
Taylor Plugge, Assistant Director of Enrollment
Reba Pridgin, Mailing Project Coordinator
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Ana Ramos, Assistant Coach for Women's Soccer
Carl Ramsey, Women's Basketball Coach
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