

2019–2020 Course Catalog

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 Council for the Accreditation of Educator Preparation (CAEP) through 2024. This accreditation covers initial teacher preparation programs at University of the Ozarks. 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

The Federal Educational Rights and Privacy Act of 1974 (FERPA) requires institutions of higher education to protect the privacy of students. Under this act students have the right to (1) inspect and review their educational records, (2) request an amendment to their records to ensure that they are correct and that there has been no violation of privacy, (3) consent to the disclosure of information to other individuals or entities, (4) file a complaint with the Family Policy Compliance Office and (5) obtain a copy of the University's policy.

University of the Ozarks respects the privacy of its students; therefore, the agents and employees of the University adhere strictly to FERPA.

FERPA provides that the University may designate directory information to be released to third parties. Directory information is released at the discretion of the University. Students are given an opportunity to decline the release of directory information. University of the Ozarks defines directory information to include student's identification photograph, name, University email address, enrollment status, college level, majors and minors, dates of attendance, degrees conferred, awards received, academic honors, educational institution attended, participation in officially recognized activities or athletic teams and weights and heights of athletic team members.

Students' academic, financial or student conduct records may be released to the faculty advisors and other University personnel whose official responsibilities require the above information on a "need to know" basis. Students may grant permission for the University to release academic, financial or student conduct records to other individuals. Parental access to student records will be allowed by the University if the student is claimed as a dependent for tax purposes. The University will also notify parents of conduct in which the students' health and safety is a concern.

Students' records, such as transcripts, will not be released to 3rd parties without the students' written consent. Official transcripts are requested through the National Student Clearing House. Official Transcripts & Diplomas will not be released if the student has a financial obligation to the University.

The University discloses non-directory information on all students to the National Student Clearing House.

Questions concerning access to a student's records or FERPA should be directed to the Office of Administrative Services. Students declare their FERPA designations online during their first semester any changes are processed by the Office of Administrative Services.

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.

The University History

University of the Ozarks is a fully accredited, undergraduate institution of higher education in Clarksville, Arkansas, with a mission to prepare students from diverse religious, cultural, educational and economic backgrounds to live life fully. Established in Cane Hill (Washington County) in 1834, U of O remains intertwined with Northwest Arkansas through students, alumni, foundation support and our mission to serve students from diverse backgrounds.

Since its founding two years before Arkansas became a state, Ozarks has been a higher education trail-blazer and champion in areas of inclusion and accessibility. It was the first college in the state to admit women (1875), the first predominately white college in Arkansas to admit African-Americans (1953) and to integrate athletics (1963) and one of the first colleges in the country to establish a program for students with learning disabilities (1971). 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 differences. Begun in 1971 with a handful of students and a few dedicated faculty members, the program has grown to sixty students in the Jones Learning Center. Today, Ozarks continues its long and rich history of helping students from diverse backgrounds discover and become what they want to be.

University of the Ozarks has undergone several changes of name and ownership in its 185-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 underwent 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.

Mission Statement

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, two minor curricula, and co-curricular activities. Each discipline is required to assess the ISOs on a consistent basis and provide a comprehensive report to the Provost and Assessment Committee every five years.

2019-2020 Academic Calendar

Calendar Event	2019-20
Fall	
Faculty & Staff Opening Workshop	Aug 14
New Student Move-In	Aug 16
Matriculation Convocation	Aug 16
Orientation and Ozarks Experience	Aug 16-19
Returning Student Move-In	Aug 18
Opening Convocation	Aug 19
Classes begin	Aug 20
Last day to register	Aug 26
Labor Day Holiday (Offices closed)	Sep 2
Last Day to Drop a class without a 'W'	Sep 3
Mid-Term (grades due)	Oct 11
Homecoming Weekend	Oct 18-20
Fall Break	Oct 24-25
Last day to withdraw from a class	Nov 5
Student Self-Serve Registration	Nov 1-18
Thanksgiving Holiday (offices closed)	Nov 27-29
Last day of classes	Dec 4
Study day	Dec 5
Final exams (fall housing closes on last exam day)	Dec 6-11
Senior Final Grades due 8:00 p.m.	Dec 11
Commencement (10:30 a.m.)	Dec 14
All other final grades due by noon	Dec 17
Spring	
Spring housing opens for move-in	Jan 19
Martin Luther King Holiday	Jan 20
Classes begin	Jan 21
Last day to register	Jan 27
Last Day to Drop a class without a 'W'	Feb 3
Mid-Term (grades due)	Mar 13
Spring Break	Mar 23-27
Good Friday Holiday (Offices Closed)	Apr 10
Last day to withdraw from a class	Apr 7
Student Self-Serve Registration	Apr 13-28
New Student Registration	May 4-8
Last day of classes	May 6
Study day	May 7
Final exams (spring housing closes on last exam day)	May 8-13
Senior Final Grades due by 8:00 pm	May 13
Baccalaureate	May 15
Commencement	May 16
All other final grades due by noon	May 19
Summer	
Memorial Day Holiday (offices closed)	May 25
Summer I and II classes begin	Jun 1
Summer I classes end	Jun 26
Summer III classes begin	Jun 29
4th of July Holiday (offices Closed)	Jul 3
Summer II and III classes end	Jul 24

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.

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.

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.

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 of these credits prior to registering for Ozarks 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.

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.

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 online: 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. J1 & F1 students

DS-2019 and VISA: International applicants requiring a Form DS2019 and J-1 Visa to enter and study as an exchange student in the United States. The following steps must be complete in order to receive your Form DS2019.

- Provide a color copy of your passport.
- Submit the completed and signed Certificate of Finances Form.

I-20 and VISA: International applicants requiring 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. 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 high school or 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 18 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 have voluntarily withdrawn from the University or who have been suspended and wish to return must apply for re-admission through the Office of Admission. For the purposes of this policy, “voluntarily withdrawn” includes any atypical break in enrollment or student status.

All applications for re-admission must meet the following criteria for approval:

- In all cases, students must be in good standing with the Office of Student Affairs and the Office of Administrative Services;
- The Director of the Office of Administrative Services, after consultation with the University Registrar, must approve all students applying for re-admission;
- If a student has completed additional academic work after leaving the University, an official transcript must be received by the Office of the Registrar prior to any action being taken on the student’s re-admission application;
- Students seeking re-admission who were suspended or who were not in good academic standing will have their application reviewed for re-admission by the Academic Standing Committee. Should it be administratively burdensome to

convene the committee, the Provost, the student's former academic advisor and one faculty member from the committee can complete the review. Absent an affirmative recommendation from this body, the student is inadmissible; and

- Students wishing to return to the University who voluntarily withdrew in good academic standing may be re-admitted by the VP for Enrollment and Marketing and/or designee.

Immunization Policy

University of the Ozarks, in compliance with Arkansas State Law (www.healthy.arkansas.gov/images/uploads/rules/ImmunizationRequirements.pdf) requires that all students provide proof of two Measles, Mumps and Rubella (MMR) immunizations or an immunization exemption from the Arkansas Department of Health prior to attendance. Immunizations are requested during the admissions process and must be received by the 10th class day for students to remain in attendance. Any student that has received the first MMR will be considered 'in progress' and allowed to remain in attendance as long as the second MMR is completed 28 days after the first MMR. Any student that has not provided proof of immunization (complete or in progress) or exemption will be removed from classes on the 10th class day of the semester. Any 'in progress' student that does not provide proof of the second MMR by 28 days after the first MMR will be removed from classes. Students are responsible for providing immunization record to the Office of Admissions. Exemptions must be renewed by the Arkansas Department of Health yearly and submitted to the Office of Administrative Services.

Arkansas Department of Health Tuberculosis (TB) Regulations require that International Students from countries where TB is endemic are required to be tested for TB and receive treatment as determined by the Department of Health. All international students in attendance at Ozarks must be tested for TB, by the 10th class day, to remain in classes. Students may be required to complete additional testing or treatments as prescribed by the Department of Health, these students will be considered 'in progress'. Any international student from a country that requires the TB test that does not provide negative TB test results or in progress testing or treatment by the 10th class day will be removed from classes. All students who are recommended for treatment must complete treatment to remain in classes. Students are responsible for providing TB testing information and results to the Office of Admissions.

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 2019-2020 academic year. The University reserves the right to revise these expenses at the beginning of any semester or summer term.

TUITION & LEARNING MATERIALS	Per Semester	Per Year
Tuition (12 to 18 hours)	\$12,475	\$24,950
Tuition per credit hour	\$1,046	
Learning Materials	\$500	\$1,000

Room & Board

Room: King, Smith, MacLean Double Occupancy (Double)	\$1,750	\$3,500
Room: King, Smith, MacLean Traditional (Single)	\$1,950	\$3,900
Private Room Surcharge (double used as single)	\$875	\$1,750
Room: Bagwell-Jones/Cary-Wortz/Mabee Hall/Trustee Hall (Single)	\$1,925	\$3,850
Room: Bagwell-Jones/Cary-Wortz/Mabee Hall/Trustee Hall (Single)	\$2,125	\$4,250
Room: College Avenue/ North Street Apartments	\$2,150	\$4,300
Room: Duplexes & Houses per student	\$1,925	\$3,850
Regular Board: unlimited meals w/\$100 declining cash	\$2,050	\$4,100
Regular Board: 15 flexible meal plan w/\$150 declining cash	\$2,050	\$4,100
Block Board: 50 block meals with \$250 declining balance	\$715	\$1,430
Block Board: 35 block meals with \$150 declining balance	\$525	\$1,050

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
Jones Learning Center Track Two – Base Fee	\$5,000	\$10,000
Additional fees may be assessed based on services		
Miscellaneous Deposits and Fees	Per Semester	One Time Fee

New Student Tuition Deposit ¹		\$200
Half-hour Applied Music Fee	\$315	
One Hour Applied Music Fee	\$500	
Jones Learning Center Two Day Testing Fee	\$800	
Payment Plan Fee	5% up to \$50	
Returned Check Fee	\$35	
Late Payment Fee	\$35	
International Student Insurance Premium	\$569.40	\$1,138.80

Residential Board Policy Meal plans are required for all residential students with the exception of students living in university houses. Students living in King, Smith, MacLean, Bagwell/Jones, Cary/Wortz, Mabee and Trustee are required to have a regular meal plan. Students living in University-owned apartments or duplexes may select from the block or regular meal plans.

Payment Policies

Students must pay their account balance in full or be on a payment plan prior to the start of the new semester. Students will not be allowed to enroll if they have an outstanding account balance from prior semesters.

Establishing payment plan (each semester):

- Payment plans should be established based upon anticipated tuition, room, board, fee costs less a student's anticipated financial aid (grants, scholarships, federal and state aid, loans etc.). Any change in a student's obligation will change the final payment due.
- Payment plans can range from 4-6 months.
- In order to fully utilize the benefits of the payment plan, the plan should be set up as early as possible.
- A student anticipating graduation at the end of the semester should consider a payment plan that will ensure the account is paid in full prior to graduation.
- To enter into a payment plan, a payment method will be required.
- Payment method will be either automatic bank payment (ACH), e-check or a credit/debit card.
- A 5% setup fee, up to a maximum of \$50, will be charged for payment plan arrangements and this fee is due at the time the payment plan is originated.

Instructions:

- Log into EagleNet
- Ensure the correct term is selected in the top left-hand corner.
- Click on "My Ozarks"
- Locate Financial Aid/Billing on dropdown
- Click on Deferred Payment Agreement

Terms and Conditions:

- Payments are due on the 15th of each month and the number of monthly payments allowed will be based on the date the plan is established.
- Account balances must be paid in full by December 15 for fall term and June 15 for spring term.
- Failure to pay account balance in full by these dates will result in cancellation of classes for the upcoming semester.
- Students will not be allowed to continue enrollment beyond the last day to drop without a "W" unless all loan documents are completed.
- Returning students will not be allowed to move in to University housing if they have a previous balance outstanding.
- Students will not be allowed to continue enrollment beyond the 1st day of classes unless their student account is paid in full or an approved payment plan has been established.
- If an account is later paid in full or a payment plan is established, prior to the 5th day of classes, a student can then re-enroll in available classes.
- Any student delinquent on a payment plan on November 1st for fall or April 1st for spring semesters, respectively, will not be allowed to register for subsequent semester classes.
- If students with outstanding account balances have University funds due to them, with the exception of funds covered from University employment, the University will apply those funds to the outstanding balance.
- If the setup fee is returned for any reason (insufficient funds, incorrect account information, etc.), the agreement will be terminated.
- Once a payment plan is established, a late payment fee of \$35 will accrue for payments that are not made by the 15th.
- A \$35 returned payment fee will accrue for any returned payment due to insufficient funds.
- Two returned payments or late payments within a semester will result in the agreement being terminated and all outstanding charges being due immediately.
- Failure to comply with the payment plan may impact current registration and the ability to pre-register for classes.

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

Acceptable forms of payment:

- Cash, check, e-check, money order, bank wire transfer, PayPal and credit/debit card (Visa, Discover, American Express and MasterCard).

Alternative Payment Plan

- A cash only payment plan may be available if a student has no possible means of paying under one of the methods noted above.
- To be eligible for a cash only plan, a student will be required to apply for an exemption to the payment plan policies on a form that is available in the Office of Administrative Services.
- This plan must be approved by the Controller and the VP of Finance and Administration and the student will be required to pay 45% of the estimated balance as part of the approval process.
- The balance of the account will be set up on a monthly payment plan.
- All due dates and late fee policies previously mentioned will apply to the cash payment plans.

Verification Policy

Students who have not completed verification by November 1st in the fall or April 1st in the spring will not be allowed to register for subsequent semester classes.

Financial Withdrawal Policies

Tuition, Room, & Institutional Aid Adjustment During the fall or spring semester, students who officially withdraw from the University will have their tuition, room and institutional aid prorated according the following rates:

Calendar Days	Tuition Percentage Charged
1 to 7 days	20%
8 to 14 days	40%
15 to 21 days	60%
22 to 28 days	80%
29+ days	100%

During the summer terms, students who officially withdraw from the University will have their tuition prorated per course according the following rates:

Calendar Days	Tuition Percentage Charged
1 day	50%
2+ days	100%

Board Adjustment If a student withdraws from Ozarks, regular dining options are prorated on a daily rate based on the number of days in the academic year. Block meal plans are not eligible for proration.

Federal Aid Proration & 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, a post-withdrawal disbursement of eligible 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 Incompletes 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.

Returns of 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 Returns Students who withdraw who are receiving private scholarships will not be refunded unless specifically required by the donor.

Financial Aid Policies

Application Process Students applying for financial aid should complete the admission process as soon as possible. All such students should also complete the Free Application for Federal Student Aid (FAFSA) and designate Ozarks as one of its recipients. (Applications are available online at www.FAFSA.gov (code 001094). For best consideration for renewal of scholarships and aid, FAFSA forms must be filed each year by March 15.

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 Aid & Benefits

Federal Pell Grants and Federal Supplemental Education Opportunity Grants: Provided by the federal government to students who demonstrate exceptional financial need.

Federal Direct Loans: 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: 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: 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 Office of Administrative Services.

State Aid

Arkansas Academic Challenge Scholarships: Available to Arkansas residents who plan to attend or are already attending any Arkansas public or private college or university. Eligibility is based on ACT or SAT score. More information can be found at <https://scholarships.adhe.edu/>.

Distinguished Governor Scholarships: Given to Arkansas high school seniors who plan to attend any Arkansas public or private college or university. Eligibility is based on ACT/SAT and high school GPA. More information can be found at <https://scholarships.adhe.edu/>.

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 Office of Administrative Services.

Vera Pfeffer Loan: The Vera Pfeffer Loan is an institutional loan that has been made possible to Ozarks' students through the generosity of Mrs. Vera Pfeffer. In the event the student is under the age of 18 years, a parent or guardian must co-sign for the loan. Students may receive up to \$3,000 per academic year.

Ozarks TEACH Loan: Students who plan to serve as a teacher in Arkansas may receive up to \$5,000 per academic year. This requires a recommendation from an Education faculty member.

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.

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 for Financial Aid 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 for Federal Financial Aid The number of hours *attempted* will be compared to the number of hours *earned*. Students must pass 70 percent of work attempted.

Financial Aid 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 for Financial Aid 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.

Academic Plan Process The Financial Aid Director 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 Director. 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.

Financial Aid Packaging

Direct Costs University of the Ozarks packages financial aid to direct cost, which includes tuition, room, meals and books. For international students, insurance is included in direct cost. A student cannot receive aid in excess of direct costs. Aid is defined as institutional scholarships and loans, state scholarships and loans and federal scholarships and work-study.

Indirect Costs Indirect costs are travel expenses, personal “walking around money” or miscellaneous expenses. Each student has a different standard of living. This number is used to limit how much a student can borrow above direct costs. We have set the maximum allowance for travel and personal expenditures at \$2,400.

Resident Assistant (RA) Compensation RAs will receive compensation equal to the amount stated in the respective employment agreements, usually it is equal to room and board. In the event employment as an RA causes a student to receive total support (work and aid) in excess of indirect costs there may be adjustments to the student's financial aid package. When adjustments are warranted they will be made as follows:

- 1) Removal of any or all Pfeffer Loan, or
- 2) Removal of any or all Federal Loan, or
- 3) Removal of any or all Federal Work-Study and
- 4) If no further adjustments can be made, a refund will be issued to the student (RA).

Tuition Waivers Employees and employee dependents may apply for tuition waivers. Tuition waivers will cover the difference between tuition and the student's institutional scholarships and grants. Tuition waivers do not cover actual expenses to the institution (e.g., learning materials fee and the direct cost to the institution for consortium classes).

New or Increased Aid For any new or increased outside scholarships or grants, a student's financial aid will be impacted in the following way:

- 1/3 of the aid will be available for charges on the student's account
 - 1/3 of the aid will reduce Ozarks scholarships or grants
 - 1/3 of the aid will reduce loans in the following priority
1. Vera Pfeffer Loan
 2. Federal Direct Unsubsidized Loan
 3. Federal Direct Subsidized Loan

As eligibility to borrow on federal loans increases, Vera Pfeffer Loan will be reduced equally. Sophomores are eligible to borrow \$1,000 more than freshmen and juniors/seniors are eligible to borrow \$2,000 more than freshmen.

Institutional Endowment Awarding Endowed awards are awarded to students based on the criteria of the award. These awards are used to fund institutional scholarships and grants.

Financial Aid Disbursement Policy

Federal Aid All verification and admission documents must be completed before federal aid will be disbursed. Some federal aid programs require additional documents to be disbursed.

Institutional Loans Institutional loans require the completion of loan agreements to be disbursed.

Student Success Center

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

The Student Success Center also houses the University'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 Learning Differences

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 to either the Jones Learning Center (JLC) program **or** Student Success Center (SSC) program. 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 program is a fee-based academic support unit that provides comprehensive services for students who have specific learning differences, 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 learning differences. Services are based on each student's individual needs as determined by their 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.

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 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 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, practica, studio work, physical education, or other academic work leading toward the award of credit hours.

Federal Definition A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work and other academic work leading toward to the award of credit hours.

Academic Credit for Student Internships and Practica Students may receive academic credit for an internship only if they complete an Internship Form for the Office of Career Services and satisfy the terms of a syllabus that has been submitted to the pertinent divisional Dean by a full-time member of the University faculty. Any credits earned in the internship will apply to the appointed academic major or minor program of the student's faculty instructor and will be credited to the semester or summer session in which the internship requirements are completed.

Students may receive academic credit for an on-campus or off-campus practicum only if they satisfy the terms of a syllabus that has been submitted to the pertinent divisional Dean by a full-time member of the University faculty. Any credits earned in the practicum will be credited to the semester or summer session in which the practicum is completed.

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.

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

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.

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 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 with a score of 4 or higher will be granted credit on the 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.

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. Acceptance of credits may be subject to review and credits may not exceed five courses (15 to 16 hours). Students should contact the Office of Administrative Services for more information.

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

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

Incomplete Courses Students who are doing passing work but who, because of serious illness or other legitimate extenuating circumstances approved by their instructor, cannot complete their course work may, at the discretion of the instructor, receive a grade of I. A Request for Incomplete (I) Grade form, available on EagleNet, must be completed and signed by the instructor, student and Academic Dean and then submitted to the University Registrar. All missing assignments will be listed on this form. If the instructor approves this request, they will sign the form and then send it on to their academic Dean for approval. Once the form has been signed by all parties, the form will be filed with the Registrar. The deadline for completion of all work will be no later than midterm of the following semester as listed on the academic calendar published by the University.

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). For a student to earn a pass, his or her work must be equivalent to a grade of C- or higher. This provision is intended to allow students to explore different areas of interest without unduly jeopardizing their grade point averages. Intensive course requirements, Ozarks Seminar, 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 complete a petition form with approval of the course instructor and academic advisors. This form must be submitted to the Office of Administrative Services prior to the 10th day of classes.

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).

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.

Deans' and President's List The Provost publishes a Deans' 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 Deans' 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.

Latin Honors 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. Latin honors are recognized during the commencement ceremony by gold (cum laude), white (magna cum laude), or purple cords (summa cum laude). Summa Cum Laude also receive a summa cum laude medallion. These cords and medallions are provided by the Registrar.

Honors Societies The following national honor societies have been sanctioned by the University. These organizations provide cords to student members that meet the criteria established by the organization.

- 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 Eta 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

To remain in Good Standing students must have a minimum GPA of 2.00 (1.00 for first semester students) and complete 15 hours each term.

Academic Warning

Any student who fails to make a GPA of 2.0 or higher for any one semester, completes fewer than 12 hours in a regular semester, makes less than a C- in Ozarks Seminar or an Intensive Requirement, or who violates the University Academic Integrity policy receives the statement "academic warning" on the respective semester academic record. Academic Warning will be removed from the students' record if the student is returned to good standing in the following semester.

Students will be placed on **Academic Warning** if any of the following apply:

- First semester students with GPA between 1.00-1.99;
- Students that complete fewer than 12 hours in a regular semester;
- Students that make less than a C- in Ozarks Seminar or Intensive Requirements; or
- Students who violate the University of the Ozarks' Academic Integrity policy.

Academic Probation and Continued Probation

Students placed on Academic Probation will not be allowed to represent the University in University-sponsored events. Students on Academic Probation must enroll in a minimum of 15 hours, may not exceed 5 classes, and will be required to participate in Project Success administered by the Student Success Center.

Students will be placed on **Academic Probation** if any of the following apply:

- First semester students with GPA below 1.00;
- Students who are in their second semester or beyond with GPA below 2.00;
- Students that have a 9 hour deficiency based on completing 15 hours each semester; or
- Students who violate the University of the Ozarks' Academic Integrity policy.

Students may continue on probation multiple terms. Students placed on probation will not be allowed to represent the University in University-sponsored events. Students on Academic Probation must enroll in a minimum of 15 hours, may not exceed 5 classes, and will be required to participate in Project Success administered by the Student Success Center.

Student will be placed on **Continued Academic Probation** if they have been previously placed on Academic Probation and **all** of the following apply for the semester of probation:

- Student has a semester GPA of at least 2.50; and
- Student has completed 12 semester hours.

Academic Suspension

Student will be placed on **Academic Suspension** if they fail to meet the requirements for good standing and Continued Academic Probation or violate the University of the Ozarks' Academic Integrity policy.

Students who are under Academic Suspension will be required to be absent from the institution for at least one traditional (fall or spring) academic semester before applying for readmission.

Any student who returns to the University having satisfied this requirement following suspension will be admitted under Academic Probation. If the student does not return to good standing, the student will be placed on a 2nd Academic Suspension and will be required to be absent from the University for two consecutive traditional academic semesters before applying for readmission.

Readmission is not automatic. Students must offer convincing documentation for success in continued study at University of the Ozarks. Such documentation might include employment records, academic records, and recommendations.

Academic Dismissal (Expulsion)

Students are academically dismissed or expelled from the University if any of the following apply:

- Student has not met the requirements for good academic standing or continued probation following a 2nd Academic Suspension; or
- Student has completed a 2nd semester of Ozarks Seminar with a grade of lower than C-.

Other Academic Policies

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. Students will register for classes based on the published pre-registration schedule. Returning Students are required to meet with their academic advisor prior to pre-registration. New students will participate in guided self-registration. No student will be registered for classes after the last day to add (5th class day) as published on the University calendar. 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 All changes made to students' schedules after the pre-registration period must be approved by the student's academic advisor. Courses may be added until the 5th class day of the fall or spring semester (7%). Classes may be dropped up to the 10th day of the regular semester (13%). If a course is dropped during this period, no record will appear on a student's transcript. All exceptions to the published add/drop dates must be to the petitioned using an add/drop and approved by the Provost. The add/drop form is available on EagleNet or in the Office of Administrative Services.

Students who wish to drop courses after the 10th class day (13%) 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 the 10th class day but before the published last day to withdrawal (69%), a grade of W will appear on the student's transcript. Courses may not be dropped after the published last day to withdrawal. 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.

Late Arriver Policy All students must arrive on campus and be attending class by the 5th class day of the fall or spring semester. Any student that expects to arrive to campus after the first day of class must notify the Registrar of the date they are expected to attend classes. Exceptions for students to arrive on campus after the 5th day of class must be approved by the Provost. No student will be allowed to arrive after the 10th day of class. All students that are late arrivals on campus are subject to the Faculty attendance policy published in the course syllabi. It is the student's responsibility to work with each professor regarding non-attendance or missed assignments. Any student that has been reported as not attending all classes will be administratively cancelled from the University.

Withdrawing from the University Students that choose to withdrawal from University (withdrawing from all courses) will be assigned grades of 'W', 'WP', or 'WF' determined by the date of withdrawal from the University. All grades of 'W', 'WP', or 'WF' are non-punitive. Withdrawals completed prior to 69 percent of the course session will be assigned grades of 'W'. All withdrawals completed after the last day to withdrawal (69 percent of the course session) as published on the University academic calendar will be assigned grades of 'WP' or 'WF' as determined by the student's course status at the time of the student leaves the University. The Registrar publishes an academic calendar to include withdrawal dates at the beginning of each semester. All students that withdrawal from the University must complete the Re-Admission process prior to returning to Ozarks.

Students who withdraw from the University will be subject to financial policies as noted in the University Catalog under the Financial Affairs and Federal Aid Policies.

Leave of Absence Students who wish to leave the University for a regular semester to participate in a Study Abroad program (credit or non-credit), in a guest matriculant program at another University, or in an approved non-credit internship should request to be placed in leave-of-absence status. To be granted a leave of absence, a student must be in good academic standing. The request for leave of absence must be made before the last class day of the semester prior to the planned leave of absence and will include a specified date of return. Approval for transfer of all courses taken while participating in Study Abroad or a guest matriculant program must be obtained in accordance with the University transfer policy, as stated above. Students who have been granted a leave of absence will be readmitted without re-application and without petitioning for reinstatement of financial aid.

Academic Advising Upon enrollment, all students will be assigned a faculty advisor; for freshmen, the advisor will be the Ozarks Seminar instructor and for transfer students other than freshmen, the advisor will be a faculty advisor from within the discipline of their program of interest. Students formally declare majors or minors with faculty of their choice. Students should formally declare a major by the end of the sophomore year. Each student will meet with his or her advisor prior to registration to plan or confirm the student's class schedule. However, the advisor's role does not end with registration. During the course of the year, the advisor is available for conferences with the student on academic and other matters. Any requests for departure from specific University policy must be initiated by the student through his or her advisor. Declaration/Change of Major and/or Change of Advisor may be accomplished by the discipline advisor through the faculty 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 advising plan to be used by the student and the advisor to develop a four year (eight semester) course of study, guaranteeing that the student who fulfills all of the course requirements set forth in the written eight semester course of study in the recommended sequence will be able to complete his or her degree in four years (eight consecutive semesters). This four year course of study is subject to the following terms and conditions:

- Declaration of major at the start of the fall semester of the freshman year.
- Declaration of minor(s) as required by the LENS policy for general education by the end of the sophomore year.
- Student must maintain good standing and complete a minimum of 15 hours each term.
- No developmental courses required due to student's entering academic record.
- Students must meet the following: (a) complete all intensive courses with a grade of C- or higher in the first academic year; (b) complete of all courses in the major and minor(s) with a grade of at least C- or higher; (c) pass all required screenings, if any, on time (e.g., admission to teacher education); (d) maintain a 2.00 or higher grade-point-average on all college-level work attempted at Ozarks.
- Completion of at least 120 college-level credit hours within eight consecutive semesters.

- Completion of a minimum of 40 upper-level credit hours (with C- or higher if completing Bachelor of General Studies).
- Completion 30 credit hours in residence at Ozarks.
- Fulfillment of other graduation requirements listed in the catalog, such as the intent to graduate form, which is incorporated herein by reference and made a part hereof.
- No additional minor(s) or second major, unless stipulated as part of the plan of study.
These advising plans 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 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 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.

Academic Programs and Requirements

Degrees

Bachelor of Arts Degrees may be earned by students with majors in Art, Communication Studies, English, History, Music, Philosophy, Political Science, 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.

Graduation Intent Students must complete an intent to graduate at least one semester prior to expected graduation. The Registrar will furnish a statement of work to be complete to meet graduation requirements and the student is responsible of completing all work listed.

Commencement Policy Participation in the commencement ceremony is mandatory. Commencement ceremonies are held twice a year in December and May. Students may process in a ceremony for fall commencement if they are no more than three credit hours short of satisfying their degree requirements and they may process in a ceremony for spring commencement if they are no more than six hours short of satisfying their degree requirements. Degrees will not be awarded officially to any students until they have completed all degree 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 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). Transfer students transferring greater than 45 semester hours 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). Transfer students transferring greater than 45 semester hours are required to complete 2 minors from 2 or of the three lens areas. Students are required to complete at least 120 hours, at least 40 of which must be upper-level with grades of C- or higher.

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.

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 Ozarks Seminar** and intensive courses in writing, quantitative reasoning and speech communication with a C- or higher within the first two semesters at Ozarks
- Complete 30 semester hours in residence at Ozarks
- Attain a 2.00 or higher grade point average on all college-level* work attempted at Ozarks
- Students may not double count more than two courses towards the fulfillment of majors or minors requirements.

* "College-level" courses are non-developmental (DEV) courses and their grades are excluded from meeting graduation requirements. Developmental courses and their grades *are* included in computing semester and cumulative grade point averages. Students required to take developmental course in their first semester at Ozarks and each subsequent semester until all developmental courses are completed.

** 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;
- Credits earned while in residence at an accredited college or university; and
- Credits earned with a C- or better.

Students who do not pass Ozarks Seminar or their intensive courses with a grade of C- or higher are required to repeat the course in the following semester.

Students may fulfill an intensive requirement with a class transferred from another institution provided that the transferred course meets, to the satisfaction of the Provost, 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.

Majors & Minors by Lens Area

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	Environmental Studies#	Psychology
Spanish	Physical Education, K-12 Licensure****	
Theatre	Political Science	
	Sociology	
MINORS	MINORS	MINORS
American Studies	Accounting	Biology
Art	Athletic Coaching	Chemistry
Creative Writing/Thought	Business Administration	Environmental Studies
English	Communication Studies	Health Science
History	Criminal Justice	Mathematics
Interfaith Studies	Economics	Psychology
Music	Education	Sustainable Agriculture
Philosophy	Film Studies	
Religion	Management	
Spanish	Marketing	
Theatre	Media Production	
	Military Science	
	Physical Education	
	Political Science	
	Sociology	
	Strategic Communication	

*Includes a required track in Film Studies, Media Production, or Strategic Communication

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

****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.

^Includes a required concentration in Health Promotion or Pre-Professional/Clinical

#Student majoring in Environmental Studies must declare the LENS they are completing, minors must be chosen from LENS areas other than the major.

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.

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

One three-hour course in English

One three-hour course in History

One three-hour course from a third discipline (such as Political Science)

Nine hours of electives

9 of the 18 hours for the minor must be upper level

All courses must explicitly relate to the study of human culture or institutions within the United States.

Courses that fit the American Studies minor might include the following:

BSA	3013	Legal Environment of Business	(every Fall)
COM	2043	Media Law & Ethics	(every Fall)
ENG	2013	Themes in Literature	
ENG	3213	American Romanticism	
ENG	3223	American Realism	
ENG	3233	Modern American Literature	
ENG	3243	Contemporary Literature (Provided theme is suitable)	
ENS	3053	Environmentalism	(every semester)
HIS	2113	United States History I	(every Fall)
HIS	2123	United States History II	(every Spring)
HIS	2153/4153	Colonial and Revolutionary America	
HIS	2163/4163	Civil War and Reconstruction	
HIS	2173/4173	American Regional History	
HIS	2183/4183	Modern United States History	
HIS	2323/4323	Non-western History (only Native American History)	(every Fall)
HIS	4003	Arkansas History	(Every Spring)
MUS	3013	Themes in Music (Provided theme is suitable)	(odd Spring)
PLS	2013	American National Government	(every semester)
PLS	2053	Public Policy Analysis	(even Spring)
PLS	3053	American Constitutional Law I	(even Fall)
PLS	3093	American Constitutional Law II	(odd Spring)
PLS	3233	The American Presidency	(odd Fall)
PLS	3243	Congress and the Legislative Process	(even Spring)
PLS	3253	American Political Parties	(odd Spring)
PLS	4043	Contemporary Issues in U.S. Foreign Policy & National Security	(even Fall)
PLS	4083	American Political Thought	(odd Fall)
REL	1013	Bible in American Culture	
REL	4103	Religion in America	
SOC	2003	Introduction to Criminal Justice	(odd Spring)
SOC	3073	Race, Class, & Gender (Requires Intro to Sociology)	(odd Spring)
SPN	2133/4133	Hispanics in the U.S.	(even Spring)
THR	3073	Modern American Drama	

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 program 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.

Major A major in Art consists of 40 hours to include the following:

ART 1013	Design	(every Fall)
ART 2013	Drawing I	(every Spring)
ART 2033	Ceramics	(every semester)
ART 2073	Sculpture	(every Spring)
ART 2113	Art History I	(odd Fall)
ART 2123	Art History II	(even Spring)
ART 3003	Drawing II	(every Spring)
ART 4093	History of Modern and Contemporary Art	(even Fall)
ART 4601	Senior Exhibit	(every semester)

One of the following:

ART 2053	Painting I	(even Fall)
ART 2093	Watercolor	(odd Spring)

One of the following:

ART 2203	Printmaking	(odd Fall)
ART 2303	Graphic Design	(even Spring)

9 hours of art electives

Students should emphasize one of the following areas in choosing their elective courses: drawing, ceramics, painting, printmaking/graphic media, or sculpture. A student's portfolio of work will be evaluated after the student 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	(every Fall)
ART 2033	Ceramics I	(every semester)
ART 2113	Art History I	(odd Fall)
ART 2123	Art History I	(even Spring)

6 hours of art electives

Creative Writing and Thought

As an interdisciplinary minor, Creative Writing and Thought engages with and develops students' abilities in two areas: Philosophy and English. 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.

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

ENG 2043	Introduction to Creative Writing	(odd Spring)
ENG 3093	Literary Theory	(every Fall)
PHL 2103	Creative Writing and Thought	(even Fall)
PHL 3103	Creative Writing and Thought II	(odd Spring)

3 elective hours in English literature

One from the following:

PHL 1113	Ethics, Religions, Cultures	(every Fall)
PHL 2013	Pursuit of Wisdom	
PHL 4113	Hegel to Nietzsche	

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.

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

ENG 1123	Introduction to Literary Study	(every semester)
ENG 3093	Literary Theory	(every Fall)
ENG 4901	Senior Thesis I	(every semester)
ENG 4902	Senior Thesis II	(every semester)
Literature Electives (27 hours – 21 hours must be upper level)		(every semester)
6 hours British Literature		
21 hours Literature		

LICENSURE REQUIREMENTS: Students may seek teacher licensure (7-12) by fulfilling the requirements for a Bachelor's of Arts in English 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 1123	Introduction to Literary Study	(every semester)
ENG 3093	Literary Theory	(every Fall)
Literature Electives (12 hours – 9 hours must be upper level)		
3 hours British Literature		
9 hours Literature		

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.

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

HIS 2013	World Civilization I	(every Fall)
HIS 2023	World Civilization II	(every Spring)
HIS 2113	United States History I	(every Fall)
HIS 2123	United States History II	(every Spring)
HIS 2411	Professional Preparation in History	(every semester)
HIS 3311	Junior Colloquium in History	(every semester)
HIS 4013	Historiography	(every Spring)
HIS 4901	Senior Seminar	(every semester)
HIS 4903	Senior Thesis	(every semester)
History Electives (15 hours – 12 must be upper level)		
6 hours US History Electives		(every semester)
6 hours European History Electives		(every semester)
3 hours Non-western History Elective		(even Spring)

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

HIS 4013	Historiography	(odd-year Fall)
One of the following		
HIS 2013	World Civilization I	(every Fall)
HIS 2023	World Civilization II	(every Spring)
One of the following		
HIS 2113	United States History I	(every Fall)
HIS 2123	United States History II	(every Spring)
One Upper Level European History Elective		(every semester)
One Upper Level US History Elective		(every semester)

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.

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

One of the following:

PHL 1113	Ethics, Religions, Cultures	(every Fall)
PHL 1013	Ethics	(every Spring)
REL/PHL 2073	Hinduism and Buddhism	(every Fall)
REL/PHL 2083	Judaism, Christianity and Islam	(even Spring)
REL/PHL 3043	Perspectives on Religious Pluralism	(every semester)
3 hours of Practicum in Interfaith Leadership		(every semester)
REL 3401	Practicum in Interfaith Leadership	(every semester)
REL 3402	Practicum in Interfaith Leadership	(every semester)
REL 3403	Practicum in Interfaith Leadership	(every semester)
3 hours of electives in 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.

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

MUS 1043	Fundamentals of Music	(every Spring)
MUS 1234	Music Theory & Aural Skills I	(every Fall)
MUS 1244	Music Theory & Aural Skills II	(every Spring)
MUS 2033	Music History I	(every Fall)
MUS 2043	Music History II	(every Spring)
MUS 4101	Senior Seminar in Music	(every semester)
Senior Project (MUS 4102 Senior Recital OR MUS 4122 Internship)		(every semester)
6 hours of MUS electives, at least 3 of which must be upper level		(every semester)
8 hours of Ensembles* chosen from:		
MUS 2501/3501	Chapel Choir	(odd Fall, even Spring)
MUS 3601	Women's Ensemble	(even Fall, odd Spring)
MUS 4501	Chamber Singers	(every semester)
9 hours of Applied Lessons emphasis in Voice, Piano, or Organ		(every semester)
For an emphasis in Voice:		
	7 hours of Applied Voice (3 of which must be upper level)	
	2 hours of Applied Piano (over 2 semesters)	
For an emphasis in Piano or Organ:		
	7 hours of Applied Piano or Organ (3 of which must be upper level)	
	2 hours of Applied Voice (over 2 semesters)	

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

MINOR A minor in Music consists of 16 or 17-hours to include the following:

One of the following depending on the student's level of preparedness

MUS 1043	Fundamentals of Music	(every Spring)
MUS 1234	Music Theory & Aural Skills I	(every Fall)
One of the following:		
MUS 1003	Music Appreciation	(odd Fall)
MUS 2143	Global Music	(every Spring)
MUS 2033	Music History I	(every Fall)
MUS2043	Music History II	(every Spring)
Electives (6 hours – 3 hours upper-level)		(every semester)
4 hours of Applied Lessons or ensembles		(every semester)

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.

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

PHL 1003	Logic	(odd Fall)
PHL 2073	Hinduism and Buddhism	(every Spring)
PHL 3013	Plato and Aristotle	(even Spring)
PHL 3023	Descartes to Kant	(even Fall)
PHL 4902-4901	Senior Seminar in Philosophy	(every semester)
One of the following		
PHL 1013	Ethics	(every Fall)
PHL 1113	Ethics, Religions, Cultures	(every Fall)
Philosophy Electives (18 hours – 12 must be upper level)		(every semester)

MINOR A minor in Philosophy consists of 15 elective hours in Philosophy (every semester)

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.

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

REL 2073	Hinduism and Buddhism	(every Spring)
REL 2083	Judaism, Christianity and Islam	(every Fall)
REL 3003	Biblical Interpretation: Old Testament	(even Spring)
REL 3013	Biblical Interpretation: New Testament	(odd Spring)
REL 3053	Approaches to the Study of Religion	
REL 4902-4901	Senior Seminar in Religion	(every semester)
One of the following		
PHL 1013	Ethics	(every Fall)
PHL 1113	Ethics, Religions, Cultures	(every Fall)
Religion Electives (15 hours – 9 must be upper level)		(every semester)

Minor A minor in Religion consists of 18 hours to include the following:

One of the following		
REL 2073	Hinduism and Buddhism	(every Spring)
REL 2083	Judaism, Christianity and Islam	(every Fall)
One of the following		
REL 3003	Biblical Interpretation: Old Testament	(even Spring)
REL 3013	Biblical Interpretation: New Testament	(odd Spring)
Religion Electives (12 hours – 6 must be upper level)		(every semester)

Spanish

Through a comprehensive study of Spanish language, culture and literature, students choosing to major or minor in Spanish will acquire linguistic skills and invaluable knowledge of Hispanic culture. Both majors and minors 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 for communication in the language that will serve them well in their pursuit of employment or graduate studies. Students majoring in Spanish are strongly encouraged to travel abroad and study in a Spanish speaking country or participate in an Ozarks Abroad class to grow intellectually and obtain a better understanding of the Hispanic world and improve their Spanish.

Major A major in Spanish consists of 44 hours to include the following:

SPN 1105	Intensive Elementary Spanish I*	(every Fall)
SPN 1205	Intensive Elementary Spanish II*	(every Spring)
SPN 2033	Intermediate Conversation	(every Fall)
SPN 2043	Intermediate Grammar	(every Spring)
SPN 3033	Advanced Conversation: Hispanic Film	(every Fall)

SPN	3103	Introduction to Literature	(every Fall)
SPN	3113	Advanced Grammar and Composition	(every Spring)
SPN	3123	Latin-American Civilization	(every Fall)
SPN	4133	Hispanics in the U.S.	(even Spring)
SPN	4901	Senior Seminar	(every semester)
Spanish Electives (12 hours)			
	6 upper level hours	Hispanic Literature	(every Spring)
	6 upper level hours	electives	(every semester)

*Students may be exempted from this requirement if they demonstrate Spanish language proficiency by earning an acceptable score on a CLEP exam, an Avant or Lengalia test, or another proficiency exam administered by the Spanish faculty.

MINOR A minor in Spanish consists of 25 hours to include the following:

SPN	1105	Intensive Elementary Spanish I*	(every Fall)
SPN	1205	Intensive Elementary Spanish II*	(every Spring)
SPN	2033	Intermediate Conversation	(every Fall)
SPN	2043	Intermediate Grammar	(every Spring)
SPN	3113	Advanced Grammar and Composition	(every Spring)
SPN	3123	Latin-American Civilization	(every Fall)

One of the following

SPN	3033	Advanced Conversation: Hispanic Film	(every Fall)
SPN	3103	Introduction to Literature	(every Fall)

*Students may be exempted from this requirement if they demonstrate Spanish language proficiency by earning an acceptable score on a CLEP exam, an Avant or Lengalia test, or another proficiency exam administered by the Spanish faculty.

Theatre

Theatre at Ozarks contributes in many ways to the University's mission to live life fully. Theatre, by its nature, is a hands-on art form. Students must be able to interact with faculty and each other in order to create a production. Collaboration is essential to a successful theatre production. The students' holistic growth is encouraged by the variety of the plays produced by University Theatre. Productions diverse in theme, style and genre deal with the ethical and moral issues that have faced and continue to face humanity. University Theatre challenges the students who participate in productions, as well as student and community audiences. University Theatre is centered on the core belief that if students work with professionalism during rehearsals, labs, projects, classes and internships, they can achieve success both within the program and onward. The Theatre program at Ozarks educates students in all aspects of the theatrical arts. Analytical skills, problem solving and cooperative endeavors are promoted through the creative process of theatrical productions. The program prepares students for graduate study and for professional employment in theatre and related fields and it also provides students with a wide range of skills and experiences that can be used in a variety of careers.

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

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

University Theatre productions serve as a living laboratory where students practice classroom theories. All interested students, regardless of major, are encouraged to become involved in University Theatre productions. The production season is selected to provide university and community audiences with the opportunity to experience plays from a wide range of periods and genres, which are presented in a variety of production styles. Theatre majors are required to audition for and participate in University productions.

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

THR	1013	Introduction to Theatre	(even Fall)
THR	1023	Stagecraft	(every Spring)
THR	2013	Fundamentals of Acting	(every Fall)
9 elective hours in Theatre			(every semester)

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.

Major A major in Accounting consists of 66 hours to include the following:

Business Component (36 hours)

ACC	2003	Principles of Accounting I	(every Fall)
ACC	2013	Principles of Accounting II	(every Spring)
BSA	3003	Business Communications	(every Spring)
BSA	3013	Legal Environment of Business	(every Fall)
BSA	4003	Business Finance	(every Fall)
BSA	4023	Business Strategy	(every Spring)
ECN	2003	Principles of Macroeconomics	(every semester)
ECN	2013	Principles of Microeconomics	(every semester)
MGT	2003	Survey of Management	(every semester)
MKT	2003	Marketing Concepts	(every semester)
MTH	1053	Introduction to Statistics I	(every semester)

3 hours upper level business elective

Accounting Component (30 hours)

ACC	3103	Intermediate Accounting I	(every Fall)
ACC	3113	Governmental Accounting	(even Fall)
ACC	3133	Fundamentals of Federal Income Tax	(every Spring)
ACC	3203	Intermediate Accounting II	(every Spring)
ACC	3213	Cost Accounting	(every Fall)
ACC	4013	Accounting Information Systems	(odd Spring)
ACC	4103	Advanced Accounting	(every Fall)
ACC	4123	Auditing	(every Spring)

Accounting Electives (6 hours – 3 must be upper level)

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

ACC	2003	Principles of Accounting I	(every Fall)
ACC	2013	Principles of Accounting II	(every Spring)
ACC	3103	Intermediate Accounting I	(every Fall)
ACC	3203	Intermediate Accounting II	(every Spring)

Accounting Elective or ACC 4333 Internship

Athletic Coaching

The minor in Athletic Coaching prepares students for a wide range of opportunities in the coaching industry. Course content aligns with the National Coaching Standards and built on a body of knowledge associated with each coaching responsibility. Opportunities are given to participate in appropriate applications and responsibilities which define coaching competence. Program outcomes are as follows:

- Provide quality training that will have a positive impact on coaching performance.
- Establish benchmarks for hiring quality coaches into the athletic program.
- Provide a performance guide for individual professional growth and skill development.
- Learn how a quality coach can optimize the sport experience.

MINOR A minor in Athletic Coaching consists of 16 hours to include the following:

HSC	2014	Anatomy & Physiology I	(every Fall)
HSC	3123	Kinesiology	(every Fall)
PHE	3013	Theories of Coaching Athletics	(every Fall)
PHE	3073	Care and Prevention of Athletic Injuries	(every Spring)
PHE	4023	Organization & Administration of Health, Physical Education	(every Fall)

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.

Major A major in Business Administration consist of 39 hours to include the following:

ACC	2003	Principles of Accounting I	(every Fall)
ACC	2013	Principles of Accounting II	(every Spring)
BSA	1103	Introduction to Business	(every semester)
BSA	3003	Business Communication	(every Spring)
BSA	3013	The Legal Environment of Business	(every Fall)
BSA	4003	Business Finance	(every Fall)
BSA	4023	Business Strategy	(every Spring)
ECN	2003	Principles of Macroeconomics	(every semester)
ECN	2013	Principles of Microeconomics	(every semester)
MGT	2003	Survey of Management	(every semester)
MKT	2003	Marketing Concepts	(every semester)
MTH	1053	Introduction to Statistics I	(every semester)

One course from the following:

BSA	3033	Advanced Statistics	(every Spring)
BSA	4333	Business Administration Internship	(every semester)
MGT	3203	Organizational Behavior	(every Fall)
MGT	3313	Managerial Accounting	(odd Fall)
MTH	2014	Calculus I	(every semester)

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

BSA	1103	Introduction to Business	(every semester)
ACC	2003	Principles of Accounting I	(every Fall)
MGT	2003	Survey of Management	(every semester)
MKT	2003	Marketing Concepts	(every semester)

One of the following

ECN	2003	Principles of Macroeconomics	(every semester)
ECN	2013	Principles of Microeconomics	(every semester)

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

Business Administration Professional Core

BSA	3033	Advanced Statistics	(every Spring)
MGT	3203	Organizational Behavior	(every Fall)
MGT	3313	Managerial Accounting	(odd Fall)
MTH	2014	Calculus I	(every semester)

Accounting Concentration

ACC	3103	Intermediate Accounting I	(every Fall)
ACC	3203	Intermediate Accounting II	(every Spring)
ACC	3213	Cost Accounting	(every Fall)
ACC	4123	Auditing	(every Spring)

6 hours ACC Elective I from Accounting Professional Core

Accounting Professional Core

ACC	4103	Advanced Accounting	(Every Fall)
ACC	4013	Accounting Information Systems	(odd Spring)
ACC	3113	Governmental Accounting	(even Fall)
ACC	3133	Fundamentals of Fed Income Tax*	(Every Spring)
ACC	4333	Accounting Internship	(every semester)

*Suggested for graduate studies in Accounting.

Economics Concentration

ECN 3103	Intermediate Macroeconomic Theory	(every Fall)
ECN 3203	Intermediate Microeconomic Theory	(every Spring)
ECN 3303	Money and Banking	(every Spring)
ECN 3013	Investments	(even Spring)
ECN 4213	Comparative Economic Systems	(every Spring)
ECN Elective from Economics Professional Core		

Economics Professional Core

BSA 3033	Advanced Statistics	(every Spring)
ECN 3333	Labor Economics	(every Fall)
ECN 4303	Public Finance	(even Fall)
ECN 4333	Economics Internship	(every Semester)
ECN Elective		

Management Concentration

MGT 3103	Human Resource Management	(every Spring)
MGT 3203	Organizational Behavior	(every Fall)
MGT 3303	Operations Management	(every Fall)
MGT 4033	Management Information Systems	(every Spring)
MGT 4223	Organizational Theory	(every Spring)
MGT Elective from Management Professional Core		

Management Professional Core

MGT 3123	Supervisory Management	(every Spring)
MGT 3313	Managerial Accounting	(odd Fall)
MGT 3323	Leadership	(odd Spring)
MGT 4023	International Management	(odd Fall)
MGT 3023	Small Business Management	(even Fall)
MGT 4333	Management Internship	(every semester)

Marketing Concentration

MKT 3103	Consumer Behavior	(every Fall)
MKT 4013	Marketing Strategy	(every Spring)
MKT 4113	Promotion Strategies	(every Fall)
Research Course (One of the following):		
MKT 3213	Marketing Research	(every Spring)
COM 3183	Research Methods	(even Fall)
SOC 2023	Social Research Methods	(even Spring)

6 hours MKT Electives from Marketing Professional Core

Marketing Professional Core

MKT 4213	International Marketing	(even Fall)
SCM 2103	Public Relations Principles	(even Fall)
SCM 3033	Persuasion Theory	(even Spring)
SCM 4333	Marketing Internship	(every semester)
MKT Elective		
Research Course (One of the following):		
MKT 3213	Marketing Research	(every Spring)
COM 3183	Research Methods	(even Fall)
SOC 2023	Social Research Methods	(even Spring)

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:

Major A major in Business Education consists of 70 hours to include the following:

Business Education Content Preparation (30 hours):

ACC	2003	Principles of Accounting I	(every Fall)
BSA	1103	Introduction to Business	(every Fall)
BSA	1113	Personal Finance	(every Semester)
BSA	3003	Business Communication	(every Spring)
BSA	3013	The Legal Environment of Business	(every Fall)
ECN	2003	Principles of Macroeconomics	(every semester)
ECN	2013	Principles of Microeconomics	(every semester)
MGT	2003	Survey of Management	(every Fall)
MKT	2003	Marketing Concepts	(every Fall)
SCM	1011	Introduction to Adobe Photoshop	(every Fall)
SCM	1021	Introduction to Adobe Illustrator	(even Spring)
SCM	1031	Introduction to Adobe InDesign	(odd Spring)

Business Education Specialty Area (19 hours):

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

Professional Education for Secondary-Level Teacher Licensure (18 hours):

EDU	1003	Theories of Human Learning	(every semester)
EDU	3021	Educational Technology	(every Fall)
EDU	3053	Principles of Learning and Teaching	(every Spring)
EDU	3333	Behavior Management in the Classroom	(every Spring)
EDU	4213	Secondary Principles and Practices	
EDU	4403	Educational Assessment	(every Fall)
SPE	2013	Families and Students in a Diverse Society	(every semester)

REQUIREMENTS FOR ALL STUDENTS SEEKING LICENSURE (15 hours):

EDU	4303	Teaching Internship I & Current Educational Practices	(every semester)
EDU	4312	Teaching Internship II & Cultural Perspectives	(every semester)

Other Business Minors

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

ECN	2003	Principles of Macroeconomics	(every semester)
ECN	2013	Principles of Microeconomics	(every semester)
ECN	3103	Intermediate Macroeconomic Theory	(every Fall)
ECN	3203	Intermediate Microeconomic Theory	(every Spring)
Elective from Economics Professional Core			

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

MGT	2003	Survey of Management	(every semester)
MGT	3103	Human Resource Management	(every Spring)
MGT	3203	Organizational Behavior	(every Fall)
MGT	3303	Operations Management	(every Fall)
Elective from Management Professional Core			

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

MKT	2033	Marketing Concepts	(every semester)
MKT	3103	Consumer Behavior	(every Fall)
MKT	4013	Marketing Strategy	(every Spring)
MKT	4113	Promotion Strategies	(every Fall)
Elective from Marketing 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, Media Production, or Strategic Communication and write their own success stories.

Major A major in Communication Studies consists of 40 hours to include the following:

Communication Studies Core (15 hours):

COM 1003	Public Speaking	(every semester)
COM 2023	Communication and Leadership	(every Fall)
COM 2043	Media Law and Ethics	(every Fall)
COM 4102	Professional Research and Ethics	(every Spring)
MDP 1024	Media Production I	(every Fall)

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

Film Studies Track (25 hours)

COM 2761/3761	Practicum	(every semester)
COM 3103	Interviewing in Professional Settings	(even Fall)
MPD 1023	Introduction to Mass Communication	(every Spring)
MPD 2063	Media Writing	(odd Fall)
MPD 2093	The Art of Watching Film	(every Spring)
MPD 3203	The Documentary	(every Fall)
MPD 4003	Seminar in Mass Communication	(every Spring)
MUS 3003	Movie Music	
MUS 3013	Themes in Film Music	

Media Production Track (25 hours)

MDP 1023	Introduction to Mass Communication	(every Spring)
MDP 2084	Media Production II	(every Spring)
MDP 3303	Radio Production	(even Spring)
MDP 4024	Digital Storytelling	(odd Spring)

Eleven elective hours from the following:

COM2761/3761	Practicum	(every semester)
COM 3103	Interviewing in Professional Settings	(even Fall)
MDP 2053	News Writing	
MDP 2063	Media Writing	(odd Fall)
MDP 3893	Practicum	(every semester)
MDP 4003	Seminar in Mass Communication	(every Spring)
MDP 4013	Student Producers	(every Spring)
MDP 4103	Professional Project	

Strategic Communication Track (25 hours)

SCM 1033	Introduction to Rhetoric and Social Influence	(every Spring)
SCM 2103	Public Relations Principles	(even Fall)
SCM 4323	Strategic Communication Planning	(odd Spring)

Three elective hours in writing from the following:

MDP 2053	News Writing	
MDP 2063	Media Writing	(odd Fall)
SCM 4213	PR Writing and Design	

Thirteen elective hours from the following:

COM 2761/3761	Practicum	(every semester)
COM 3103	Interviewing in Professional Settings	(even Fall)
COM3183	Research Methods	(even Fall)
MDP 2053	News Writing	
MDP 2063	Media Writing	(odd Fall)
SCM 1011	Introduction to Adobe Photoshop	(every Fall)
SCM 1021	Introduction to Adobe Illustrator	(even Spring)
SCM 1031	Introduction to Adobe InDesign	(odd Spring)
SCM 2033	Argumentation & Debate	
SCM 3013	Content Marketing and Strategy	(odd Fall)
SCM 3033	Persuasion Theory	(even Spring)
SCM 3073	Event Planning	
SCM 4003	Seminar	
SCM 4213	PR Writing and Design	

Minors in Communication

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

COM	1003	Public Speaking	(every semester)
COM	2023	Communication and Leadership	(every Fall)
COM	3103	Interviewing in Professional Settings	(even Fall)

Six elective hours from the following:

COM	3183	Research Methods	(even Fall)
COM	4003	Seminar in Communication	
MDP	1023	Introduction to Mass Communication	(every Spring)
SCM	1033	Introduction to Rhetoric and Social Influence	(every Spring)
SCM	3033	Persuasion Theory	(even Spring)

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

MDP	1023	Introduction to Mass Communication	(every Spring)
MDP	2093	The Art of Watching Film	(every Spring)
MDP	3203	The Documentary	(every Fall)

Nine elective hours from the following:

MUS	3003	Movie Music	(even Fall))
MUS	3013	Themes in Film Music	(odd Spring)
MDP	4003	Seminar in Mass Communication	(every Spring)

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

MDP	1023	Introduction to Mass Communication	(every Spring)
MDP	1024	Media Production I	(every Fall)
MDP	2043	Media Law & Ethics	(every Fall)

Eight elective hours from the following:

COM	3103	Interviewing in Professional Settings	(even Fall)
MDP	2053	News Writing	
MDP	2063	Media Writing	(odd Fall)
MDP	2084	Media Production II	(every Spring)
MDP	2761/3761	Practicum	(every semester)
MDP	3303	Radio Production	(even Spring)
MDP	3893	Practicum	(every semester)
MDP	4003	Seminar in Mass Communication	(every Spring)
MDP	4013	Student Producers	(every Spring)
MDP	4103	Professional Project	

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

COM	1003	Public Speaking	(every semester)
SCM	1033	Introduction to Rhetoric and Social Influence	(every Spring)

Twelve elective hours from the following:

COM	2761/3761	Practicum	(every semester)
COM	3103	Interviewing in Professional Settings	(even Fall)
COM	3183	Research Methods	(even Fall)
MDP	2053	News Writing	
MDP	2063	Media Writing	(odd Fall)
SCM	1011	Introduction to Adobe Photoshop	(every Fall)
SCM	1021	Introduction to Adobe Illustrator	(even Spring)
SCM	1031	Introduction to Adobe InDesign	(odd Spring)
SCM	2033	Argumentation & Debate	
SCM	2103	Public Relations Principles	(even Fall)
SCM	3013	Content Marketing and Strategy	(odd Fall)
SCM	3033	Persuasion Theory	(even Spring)
SCM	3073	Event Planning	
SCM	4003	Seminar in Communication	
SCM	4213	PR Writing and Design	
SCM	4323	Strategic Communication Planning	(odd Spring)

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.

Minor A minor in Criminal Justice consists of 18 hours to include the following:

PLS	2063	Criminal Law I	(odd Fall)
PLS	3093	American Constitutional Law II	(odd Spring)
PSY	1003	General Psychology	(every semester)
PSY	3153	Psychology and the Law	(odd Spring)
SOC	2003	Introduction to Criminal Justice	(odd Spring)
SOC	3083	Sociology of Deviant Behavior	(odd Fall)

Education

All academic programs at the University of the Ozarks that lead to an initial teaching license IN Arkansas are approved by the Arkansas Department of Education and are accredited by the agencies that follow: 1) Higher Learning Commission; 2) the National Council for Accreditation of Teacher Education (NCATE) and is pending accreditation by the Council for the Accreditation of Educator Preparation (CAEP). 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 passage rates of their teacher education program completers. Passage rates and information required for accreditation can be located at <https://ozarks.edu/about/rankings-and-accreditations/>.

Pat Walker Teacher Education Program

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

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 (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 (Athletic Coaching Minor)

NON-LICENSURE PROGRAMS:

Education minor

Physical Education Minor

A more detailed description of the 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 of study cited in this catalog. Changes to the Arkansas Rules and Regulations Governing Teacher Education may occur at any point during the academic year; therefore, in order to recommend program completers for an Arkansas teaching license, the Hurie Teacher Education Center at Ozarks' is obligated to keep all teacher education programs of study in compliance with Arkansas Department of Education policy at the moment they occur.

Six Phases of the Pat Walker Teacher Education Program Students enrolled in teacher education at the Hurie Teacher Education Center advance through these six curricular phases: 1) orientation/ recruitment; 2) conditional admission to Teacher Education Program; 3)

admission to the Teacher Education Program; 4) admission to Teaching Internship; 5) graduation/ licensure; and 6) 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 of the Teacher Education Handbook entitled, "Policies for At-Risk Teacher Education Candidates." A fuller description of the six curricular phases are available in the academic division office.

Elementary Education (Requires K-6 Licensure)

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.**

Major A major in Elementary Education consists of 97 hours to include the following:

Professional Education Courses (31 hours):

EDU 1003	Theories of Human Learning	(every semester)
EDU 3021	Educational Technology	(every Fall)
EDU 3053	Principles of Learning and Teaching	(every Spring)
EDU 3333	Behavior Management in the Classroom	(every Spring)
EDU 4303	Teaching Internship I: Current Educational Practices	(every semester)
EDU 4312	Teaching Internship II: Cultural Perspectives	(every semester)
EDU 4403	Educational Assessment	(every fall)
SPE 2013	Families and Students in a Diverse Society	(every semester)

Specialty Area Courses (46 hours):

ART 3293	Classroom Techniques and Methods in Art – Elementary Level	(every Fall)
EDU 3222	Integrating the Three Dimensions of Science	(every Fall)
EDU 3232	Diagnosis and Assessment of Elementary Students	(every Fall)
EDU 3343	Integrated Curriculum I – Methods for Teaching K-Grade 2	(every Fall)
EDU 3401	Practicum I – K-Grade 2	(every Fall)
EDU 3402	Practicum II – Grades 3-6	(every Spring)
EDU 3413	Child and Adolescent Literature	(every Spring)
EDU 3423	U.S. History, Economics and Social Studies for K-6	(every Spring)
EDU 4011	Literacy Assessment and Intervention	(every Fall)
EDU 4013	Foundations of Reading	(every Fall)
EDU 4053	Disciplinary Reading and Writing	(every Fall)
EDU 4112	Fine Arts for K-6 Teachers	(every Fall)
EDU 4121	Data Organization and Interpretation	(every Fall)
EDU 4143	Integrated Curriculum II – Methods for Teaching Grades 3-6	(every Spring)
EDU 4153	Teaching Methods for STEM	(every Spring)
MTH 2053	Numeration Systems and Computations	(every Fall)
MTH 3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics	(every Spring)
PHE 3424	Physical Education and Health for K-6	(every Fall)
SPE 3233	Planning, Instruction and Assessment for Students with Disabilities	(every Fall)

REQUIREMENTS for LENS Minor exemption (20 hours):

Courses below meet state licensure competencies.

Entry level biology class with lab

EDU 2033	Human/Cultural Geography	(every Fall)
HIS 4003	Arkansas History	
PHS 1023	Earth Science	(every Spring)
PLS 2013	American National Government	(every semester)

One course from the following

SOC 1013	Introduction to Sociology	(every Fall)
SOC 2013	Social Problems	(even Spring)

RECOMMENDED ELECTIVES:

PSY 1003	General Psychology	(every semester)
PSY 2023	Abnormal Psychology	(every semester)
PSY 3043	Social Psychology	(odd Fall)
PSY 3113	Developmental Psychology – Childhood	(even Fall)
PSY 3123	Developmental Psychology – Adolescence	(odd Fall)

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 the 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.

Minor A minor in Education consists of 18 hours to include the following:

EDU 1003	Theories of Human Learning	(every semester)
EDU 3021	Educational Technology	(every Fall)
EDU 3053	Principles of Learning and Teaching	(every Spring)
EDU 3333	Behavior Management in the Classroom	(every Spring)
EDU 4213	Secondary Principles and Practices	
EDU 4403	Educational Assessment	(every Fall)
SPE 2013	Families and Students in a Diverse Society	(every semester)

The course sequence for the Elementary K-6 program of study is available in the division office.

STATE LICENSURE Students seeking Arkansas State Secondary Licensure in Art, Biology (Life Science), English, or Mathematics must complete 19-20 hours as listed below.

Internship Sequence (required for all licensure students)

EDU 4303	Teaching Internship I & Current Educational Practices	(every semester)
EDU 4312	Teaching Internship II & Cultural Perspectives Seminar	(every semester)

Art Education Licensure P-8,7-12

ART 3293	Classroom Techniques and Methods in Art Elementary Level	(every Fall)
ART 4293	Classroom Techniques and Methods in Art Secondary Level	(every Spring)

Biology (Life Sciences) Education Licensure

EDU 3084	Learning to Teach Science to Diverse Learners	(every Fall)
EDU 4084	Reflection and Inquiry in Teaching Science	(every Spring)

English Education Licensure

EDU 4033	Methods of Teaching English in the Secondary Schools	
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Mathematics Education Licensure

EDU 3184	Teaching Math to Elementary Students	
EDU 4184	Teaching Math to Secondary Students	

Physical Education (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 Physical Education major as stipulated in the disciplinary catalog listings; 2) the Education minor; 3) a Health Science 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**

Major A major in Physical Education consists of 102 hours to include the following:

MAJOR (31 hours):

HSC 1031	Medical Terminology	(every semester)
HSC 2014	Anatomy & Physiology I	(every Fall)
HSC 2024	Anatomy & Physiology II	(every Spring)
HSC 3123	Kinesiology	(every Fall)
HSC 4011	Public and Community Health Promotion	(every Fall)
HSC 4103	Exercise Physiology	(odd Spring)
PHE 1013	Introduction to Physical Education	(every Fall)
PHE 3044	Methods of Teaching Physical Education & Health in Secondary Schools	(every Spring)
PHE 3101	Physical Activity in Public Health	(every Fall)
PHE 3222	Measurement and Evaluation	(every Fall)
PHE 3424	Physical Education and Health for K-6	(every Fall)
SPE 3233	Planning, Instruction and Assessment for Students with Disabilities	(every fall)

REQUIRED EDUCATION MINOR (19 hrs):

EDU	1003	Theories of Human Learning	(every semester)
EDU	3021	Educational Technology	(every Fall)
EDU	3333	Behavior Management in the Classroom	(every Spring)
EDU	3053	Principles of Learning and Teaching	(every Spring)
EDU	4213	Secondary Principles and Practices	
EDU	4403	Educational Assessment	(every Fall)
SPE	2013	Families and Students in a Diverse Society	(every semester)

REQUIRED HEALTH COURSES (16 hrs):

HSC	1023	Personal Health and Safety	(every semester)
HSC	2503	Drug Education	(every Spring)
HSC	3003	Nutrition	(every semester)
HSC	3064	Health Education	(every Spring)
PHE	1123	First Aid	(every Spring)

REQUIREMENTS for LENS Minor exemption (9 HOURS):

Courses below meet state licensure competencies

EDU	3423	US History, Economics and Social Studies for K-6	(every Spring)
PLS	1023	American National Government	(every semester)
One of the following			
	SOC 1013	Introduction to Sociology	(every Fall)
	SOC 2013	Social Problems	(even Spring)

REQUIREMENTS FOR ALL STUDENTS SEEKING LICENSURE (15 hrs):

EDU	4303	Teaching Internship I & Current Educational Practices	(every semester)
EDU	4312	Teaching Internship II & Cultural Perspectives	(every semester)

MINOR A Minor in Physical Education consists of 17 to include the following:

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

COACHING 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. *See Athletic Coaching minor for requirements.

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 A Minor in Military Science consists of 18 hours to include the following:

PLS	2033	International Relations	(every semester)
PLS	2103	Introduction to Strategic Studies	(odd Fall)
12 hours electives from:			
	PLS 2003	Introduction to Political Economy	(odd Fall)
	PLS 3013	Comparative Political Regimes and Ideologies	(odd Spring)
	PLS 3213	Survey of European Diplomatic and Military History	(even Fall)
	PLS 4003	International Law and Organization	(even Fall)
	PLS 4043	Contemporary Issues in U.S. Foreign Policy and National Security	(even Fall)
	PLS 4093	Just War (Global Justice)	(even Fall)

Political Science

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

MAJOR A major in political science consists of 34 hours to include the following:

CORE (13 hours):

PLS 2013	American National Government	(every semester)
PLS 2033	International Relations	(every semester)
PLS 4001	Comprehensive Exams	(every semester)
PLS 4203	Special Topics Seminar	(every semester)

Internship or off-campus course of study**

3 hours from the following:

PLS 3073	Ancient and Medieval Political Thought	(even Fall)
PLS 3083	Modern Political Thought	(odd Fall)
PLS 3103	Contemporary Political Thought	(even Spring)

21 hours of electives*

*In addition to the courses required above 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. With the approval of their advisor, students may take up to nine hours of coursework in a major field outside of the Political Science program.

**Internship or off campus course of study must be approved by student's 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 Political Science Majors.

AMERICAN POLITICS

PLS 2053	Public Policy Analysis	(even Spring)
PLS 2223	Introduction to Public Administration	(even Fall)
PLS 3233	The American Presidency	(odd Fall)
PLS 3243	Congress and the Legislative Process	(even Spring)
PLS 3253	American Political Parties	(odd Spring)
PLS 4083	American Political Thought	(odd Fall)

PUBLIC LAW

PLS 2063	Criminal Law I	(odd Fall)
PLS 2073	Criminal Law II	(even Spring)
PLS 3053	American Constitutional Law I	(even Fall)
PLS 3093	American Constitutional Law II	(odd Spring)
PLS 4003	International Law and Organization	(odd Spring)
PLS 4103	Administrative Law and Process	(odd Spring)

INTERNATIONAL RELATIONS/COMPARATIVE POLITICS

PLS 2003	Introduction to Political Economy	(odd Fall)
PLS 3013	Comparative Political Regimes and Ideologies	(even Spring)
PLS 3213	Survey of European Diplomatic History	(even Fall)
PLS 4043	Contemporary Issues in U.S. Foreign Policy and National Security	(even Fall)
PLS 4093	Just War (Global Studies)	(even Fall)

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

PLS 2013	American National Government	(every semester)
PLS 2033	International Relations	(every semester)

Political Science Electives (12 hours - 9 hours must be upper level)

Sociology

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

MAJOR A Major in Sociology consists of 33 to include the following:

SOCIOLOGY CORE (18 hours):

SOC 1013	Introduction to Sociology	(every Fall)
SOC 3073	Race, Class and Gender	(odd Spring)
SOC 4023	Social Theory	(even Fall)
SOC 4443	Senior Seminar in Sociology	(every semester)
3-hour course in Research Methods		
SOC 2023	Social Research Methods	(every Spring)
One of the following:		
MTH 1053	Introduction to Statistics	(every semester)
PSY 2003	Research Design & Analysis I	(every Fall)

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

ENS 1013	Introduction to Environmental Studies	(even Fall)
ENS 3013	Environmental Ethics	(even Spring)
ENS 3053	Environmentalism	(odd Spring)
PSY 3043	Social Psychology	(odd Fall)
SOC 2003	Introduction to Criminal Justice	(odd Spring)
SOC 2013	Social Problems	(even Spring)
SOC 3033	Environment, Natural Resources and Community	(even Fall)
SOC 3083	Sociology of Deviant Behavior	(odd Fall)
SOC 3113	Sociology of Religion	(even Spring)
SOC 4983	Seminar: Sociology (<i>This course can be repeated provided the topic is different.</i>)	

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	(every Fall)
SOC 2023	Social Research Methods	(even Spring)
SOC 4023	Social Theory	(even Fall)
9 hours of electives chosen from Sociology Options		

Majors and Minors in Natural Sciences & Mathematics

Biology

The B.S. curriculum in Biology is designed 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. Because of this, 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. The biology faculty are also excited to mentor students individually in their biology experiences.

Major A major in biology consists of 40-41 hours to 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 (every semester)

CHM 1014 General Chemistry I (every Fall)

4 hours Physical Science course

3 hours Statistics course

In addition to the course above students will complete one of the following tracks.

Biomedical and Pre-Professional Track:

BIO 3024 Genetics (every Fall)

Three of the following classes (11-hour minimum):

BIO 3113 Animal Nutrition (odd Fall)

BIO 3134 Microbiology (odd Fall)

BIO 3444 General Physiology (odd Spring)

BIO 4013 Disease Ecology (odd Spring)

BIO 4034 Cell Biology (even Spring)

BIO 4334 Anatomy (even Fall)

BIO 4633 Bioethics (odd Spring)

Ecology and Wildlife Biology Track*:

BIO 2024 Plant Diversity and Ecology* (every Spring)

BIO 4044 Field Ecology (even Spring)

Three of the following classes (10 hours minimum):

BIO 3024 Genetics (every Fall)

BIO 3124 Invertebrate Zoology (odd Fall)

BIO 3134 Microbiology (odd Fall)

BIO 3344 Entomology (odd Spring)

BIO 4013 Disease Ecology (odd Spring)

BIO 4543 Animal Behavior (even Spring)

***Marine Biology** courses taken at Gulf Course Research Lab may substitute for some courses

Secondary Education Licensure Track:

BIO 1114 Reproduction and Development (every Fall)

BIO 1124 Ecology and Evolution (every Fall)

BIO 2024 Plant Diversity and Ecology (every Spring)

BIO 3024 Genetics (every Fall)

BIO 3444 General Physiology (odd Spring)

Two of the following classes:

BIO 1164 Cell Diversity and Function (every Spring)

BIO 3124 Invertebrate Zoology (odd Fall)

BIO 3134 Microbiology (odd Fall)

BIO 4543 Animal Behavior (even Spring)

Recommended courses for Secondary Education:

ENS 1023 Environmental Science (every semester)

CHM 1024 General Chemistry II (every Spring)

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

Minor A minor in Biology consists of 19-20 hours to include the following:
 Three of the core biology courses
 Two upper level biology electives

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.

Major (47 hours):

CHM 1014	General Chemistry I	(every Fall)
CHM 1024	General Chemistry II	(every Spring)
CHM 3014	Organic Chemistry I	(every Fall)
CHM 3024	Organic Chemistry II	(every Spring)
CHM 3034	Physical Chemistry I	(even Fall)
CHM 3044	Physical Chemistry II	(odd Spring)
CHM 3104	Quantitative Chemical Analysis	(even Spring)
CHM 4201	Chemistry Professional Preparation	(every semester)
MTH 2014	Calculus I	(every semester)
PHY 2114	General Physics I	(even Fall)
PHY 2124	General Physics II	(odd Spring)

6 hours of upper-level chemistry electives

Minor A minor in Chemistry consists of 16 hours to include the following:

CHM 1014	General Chemistry I	(every Fall)
CHM 1024	General Chemistry II	(every Spring)

8 hours Chemistry Electives

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.

Major A major in Environmental Studies consist of 37-39 hours including the following:

Environmental Studies Requirements (15 hours total):

ENS 1013	Introduction to Environmental Studies	(even Fall)
ENS 1023	Environmental Science	(every semester)
ENS 4003	Environmental Studies Thesis	(every semester)

One of the following courses in statistics:

MTH 1053	Introduction to Statistics I	(every semester)
PSY 2003	Research Design and Analysis I	(every Fall)

One of the following Research Methods Course

SOC 2023	Social Research Methods (for LENS Two)	(even Spring)
BIO 1124	Ecology and Evolution (LENS Three)	(every Fall)
BIO 4044	Field Ecology (LENS Three)	(even Spring)

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

BIO 1124	Ecology and Evolution	(every Fall)
BIO 2334	Genes & Genomics	(every Fall)
BIO 3344	Entomology	(even Fall)
BIO 4543	Animal Behavior	(even Spring)
ENS 3023	Conservation Studies	(every Fall)
ENS 3043	Climate	(every Spring)
PHS 1023/1024	Earth Science without or with Laboratory	(every Spring)
MTH 1053	Introduction to Statistics I	(every semester)
PSY 2003	Research Design and Analysis I	(every Fall)

One of the following

BIO 2024	Plant Diversity & Ecology	(every Spring)
BIO 2034	Animal Diversity and Evolution	(every Spring)

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

ENG	2133	Literature and the Environment	
ENS	3033	Environment, Natural Resources and Community	(even Fall)
ENS	3053	Environmentalism	(odd Spring)
ENS	4103	Land Use and Place	(odd Fall)
PLS	2053	Public Policy Analysis	(even Spring)
SOC	1013	Introduction to Sociology	(every Fall)
SOC	2013	Social Problems	(even Spring)

Minor A minor in Environmental Studies consists of 16 hours to include the following:

ENG	2133	Literature and the Environment	(every Spring)
ENS	1013	Introduction to Environmental Studies	(even Fall)
ENS	1023	Environmental Science	(every semester)
ENS	3033	Environment, Natural Resources and Community	(even Fall)
One of the following:			
	BIO 1124	Ecology and Evolution	(every Fall)
	BIO 2024	Plant Diversity & Ecology	(every spring)

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.

MAJOR A major in Health Science consists of 40 hours to include:

Health Science Core (30 Credits)

ECN	2003	Principles of Macroeconomics	(every semester)
HSC	1023	Personal Health and Safety	(every semester)
HSC	1031	Medical Terminology	(every semester)
HSC	2014	Anatomy and Physiology I	(every Fall)
HSC	2024	Anatomy and Physiology II	(every Spring)
HSC	3003	Nutrition	(every Fall)
HSC	3013	Principles of Epidemiology	(every Fall)
HSC	4113	Health Science Capstone	
PSY	1003	General Psychology	(every semester)
PSY	3053	Health Psychology	(every semester)

In addition to the above requirements students must complete one of the following concentrations.

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	(every Spring)
HSC	3064	Health Education	(every Spring)
PSY	3133	Lifespan Development	(every semester)

*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	(every Fall)
HSC	4103	Exercise Physiology	(odd spring)
HSC	4204	Biomechanics	(even Fall)

*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 consist 19 hours to include the following:

ECN	2003	Principles of Macroeconomics	(every semester)
HSC	1023	Personal Health and Safety	(every semester)
HSC	2503	Drug Education	(every Spring)
HSC	3013	Principles of Epidemiology	(every Fall)
HSC	3064	Health Education	(even Fall)
PSY	1003	General Psychology	(every semester)

Mathematics

The University of the Ozarks Mathematics Department strives to provide an environment where students can gain an appreciation of Mathematics, both as a science and as a humanistic study. It is our goal to facilitate the development of Mathematical thinking in each student in order to provide a foundation for lifelong learning, critical thinking, and collaborative, technical problem solving skills that they may encounter in their life and career.

MAJOR A Major in Mathematics consists of 42 hours to include the following:

MTH	2014	Calculus I	(every semester)
MTH	2024	Calculus II	(every Spring)
MTH	2123	Discrete Mathematics	(every Fall)
MTH	3013	Modern Geometry	(odd Spring)
MTH	3023	Differential Equations	(odd Spring)
MTH	3033	Probability and Statistics	(even Spring)
MTH	3114	Calculus III	(every Fall)
MTH	3123	Linear Algebra	(every Spring)
MTH	4043	Introduction to Abstract Algebra	(odd Fall)
MTH	4113	History of Mathematics	(odd Fall)
MTH	4143	Advanced Calculus	(even Fall)
MTH	4212	Senior Seminar*	(every Fall)
PHY	2114	General Physics I	(even Fall)

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

Minor A minor in mathematics consist of 17 semester hours to include the following:

MTH	2014	Calculus I	(every semester)
MTH	2024	Calculus II	(every Spring)
MTH	2123	Discrete Mathematics	(every Fall)

6 hours of mathematics above the 2000-level

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

intellect and stamina. Participation in co-curricular programs at Ozarks will both facilitate personal maturation and demonstrate the student's interests and motivation.

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

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
Genetics

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
Public Speaking
General Psychology
Statistics

Courses required for UTHS/UT/OU Dental School Matriculation

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

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.

BIO	1164	Cell Diversity and Function	(every Spring)
BIO	2334	Genes and Genomics	(every Fall)
BIO	3134	Microbiology	(odd Fall)
CHM	1014	General Chemistry I	(every Fall)
CHM	1024	General Chemistry II	(every Spring)
CHM	3014	Organic Chemistry I	(every Fall)
CHM	3024	Organic Chemistry II	(every Spring)
MTH	1033	College Algebra	(every semester)
MTH	1053	Statistics (every semester)	
COM	1003	Public Speaking	(every semester)

One course from the following:

- ACC 2003 Principles of Accounting I
- ECN 2003 Principles of Macroeconomics
- ECN 2013 Principles of Microeconomics

6 hours courses from the following:

- ENG 1033 Academic Writing
- English Literature
- 6 hours English Composition

Three courses from the following: (*Preferred)

- BIO 3444 General Physiology* (odd Spring)
- BIO 434 Anatomy * (even Fall)
- CHM 3104 Quantitative Chemical Analysis* (even Spring)
- CHM 4104 Biochemistry* (odd Spring)
- MTH 2014 Calculus I (every semester)
- MTH 3033 Probability & Statistics (even Spring)
- PHL 1003 Logic
- PHY 2024 College Physics II (every Spring)

3 hours in one of the following

- World Civilization
- Sociology
- Spanish

Electives from these areas to reach a total of 61 Pre-Pharmacy hours:

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.

Psychology

As a student in the University of the Ozarks psychology program, you will learn the traditional theoretical, empirical and applied areas of psychology. We will offer you opportunities to enrich your understanding of behavior, cognition and emotions through collaboration with faculty on research projects, as well as applying your understanding through service experiences in the community. We will prepare you to meet the academic standards required for graduate work in any number of areas (counseling/clinical, social work, neuroscience, etc.). A bachelor's degree in Psychology also provides a foundation to thrive in a number of areas of work and life such as: business, teaching, healthcare, coaching, family dynamics, relationships and ethical decision making.

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

Psychology major core (18 hours)

- PSY 1003 General Psychology (every semester)
- PSY 2003 Research Design and Analysis I (every Fall)
- PSY 2023 Abnormal Psychology (every semester)
- PSY 2043 History and Systems (every Spring)
- PSY 3813 Junior Seminar (every Fall)
- PSY 4023 Research Design and Analysis II (every Spring)

Biological - Choose any one course (3 hours)

- PSY 3053 Health Psychology (every semester)
- PSY 3073 Sensation and Perception (odd Fall)
- PSY 3213 Psychopharmacology (odd Spring)
- PSY 3163 Physiological Psychology (even Fall)
- PSY 4033 Cognitive Psychology (even Spring)

Applied/Theoretical - Choose any one course (3 hours)

- PSY 2013 Psychology of Personality (even Fall)
- PSY 3033 Positive Psychology (every Spring)
- PSY 3063 Psychology of Learning (odd Fall)
- PSY 4113 Clinical Psychology (even Spring)
- PSY 3083 Introduction to Counseling Skills (even Spring)

Social – Choose any one course (3 hours)

PSY 2053	Group Dynamics	(even Spring)
PSY 3043	Social Psychology	(odd Fall)
PSY 3053	Psychology and the Law	(odd Spring)
PSY 3133	Lifespan Development	(every semester)
PSY 3113	Developmental Psychology – Childhood	(even Fall)
PSY 3123	Developmental Psychology – Adolescence	(odd Fall)

Psychology Capstone - Choose one course (3 hours)

PSY 4813	Psychology Research Experience	(every semester)
PSY 4823	Psychology Service Experience	(every Spring)

Electives – Choose 6 additional psychology course hours (6 hours)

Minor: A minor in Psychology consists of 18 semester hours to include the following:

PSY 1003	General Psychology	(every semester)
PSY 3053	Health Psychology	(every semester)

One of the following

PSY 2013	Psychology of Personality	(even Fall)
PSY 2053	Group Dynamics	(even Spring)
PSY 3043	Social Psychology	(odd Fall)

9 hours of Psychology electives

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.

MINOR A Minor in Sustainable Agriculture consists of 18 hours to include the following:

BIO 2024	Plant Diversity & Ecology	(every Spring)
MGT 3023	Small Business Management	(even Fall)
SCM 4323	Strategic Communication Planning*	(odd Spring)
SUS 2003	Principles and Practices of Sustainable Agriculture	(every Spring)
SUS 3003	Agroecology	(every Fall)
SUS 4892	Internship in Sustainable Agriculture	(every semester)

*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 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 Digital Photography This course introduces students to the fundamental history, practices and techniques of photography. Areas of emphasis include basic functions of the digital camera, composition, storage and use of photo editing software.

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 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 3013 Ethnobotany Plants have a strong influence in our lives and provide many of our needs, maintain large ecosystems worldwide and are a continuing part of cultural and social history. Ethnobotany is a course to familiarize students with plant biology through an understanding of plants that are used by humans for cultivated food, medicines, beverages and fibers. Prerequisites are a freshman or sophomore Plant or Ecology course or Environmental Science and Science in a Global Context.

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

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

BIO 3134 Microbiology A general course designed for biology majors and those in 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: CHM 1014 General Chemistry I.

BIO 4911 Biology Honors Thesis This course is a one semester one credit class that is the culmination of a student's faculty mentored independent research project. Students that have engaged in an undergraduate research project will use their data to compile a senior thesis. To complete the thesis class students will be expected to spend the semester analyzing and reporting data appropriate to their research project. The course will culminate in the writing of a research thesis of substantial quality and presenting the thesis to the university community at the ARCH symposium. In order to enroll in the course students must be senior status, have completed at least one semester with a faculty mentor and have maintained a minimum 3.3 Biology GPA.

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 4013 Disease Ecology This is a broad course on what diseases are and how interactions between organisms spread disease. Students in this course will learn these concepts through computer modeling, problem-solving with case studies and current events and collaborative projects with other students. In addition, we will explore how human culture (e.g., politics, anthropology) influence the spread of disease. Pre-requisites: Junior class rank and BIO 1124 Ecology and Evolution or BIO 2024 Plant Diversity and Ecology.

BIO 4034 Cell Biology This course is a study of cellular structure and function with a primary focus on eukaryotic cells. Many advanced topics in cellular biology will be covered including cellular biochemistry, enzymes, membrane structure and function, cytoskeleton, organelle structure, transport, signaling, energetics, cell division and cancer. The laboratory will focus on biochemical, cytological and immunological techniques. Prerequisites: two Biology courses (including BIO 1324 Principles Cell and Developmental Biology), CHM 1014 General Chemistry I and at least junior classification or permission of instructor.

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

BIO 4334 Anatomy This is a laboratory intensive course in which students will practice the art of dissection. They will learn anatomical terminology; find, identify and learn to recognize the structures and organs and their anatomical and functional relationships in the vertebrate body. By comparing different individuals and species, students will gain an understanding of human anatomy, the variation among individuals and the similarities among different but related species. The laboratory will meet twice a week. Lecture will meet once a week to introduce, reinforce and support the laboratory work. Prerequisites: Junior class rank and two biology courses.

BIO 4543 Animal Behavior This course is about the questions biologists ask, how they test their hypotheses with model species in laboratory experiments and on wild species in field experiments, the causes of behaviors that have been discovered and the general types of behaviors that animals exhibit. The course emphasizes the comparative approach to biology to understand the evolutionary, genetic and physiological causes of behavior as well as the role of the physical and social environments. Because humans share some ancestors, genes, anatomy and physiology with other animals, students will learn about what motivates, stimulates and controls their own behavior, too. Prerequisites: One Biology course and junior classification or permission from the Instructor.

BIO 4633 Bioethics This course will be a study of ethical and moral dilemmas associated with biological technology, research and medicine. The course will begin with a discussion of the scientific method, the link between science and society, morality, ethical theories and bioethical principles. The majority of the semester will include the study of specific ethical dilemmas in biological research and medicine including: Human and animal research, genetically modified organisms and food, rights to medical information, eugenics, reproductive technologies (stem cell research) and end of life decisions. Prerequisites: One biology course and junior standing or permission of the instructor.

Business Administration

BSA 1103 Introduction to Business An introduction to the contemporary business world. Topics addressed include: managing people in organizations, business ethics, the global economy, marketing fundamentals, economic concepts, information management and financial issues.

BSA 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 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: MTH 1053 Introduction to Statistics I.

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, MTH 1053 Introduction to Statistics I.

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 Study of the bulk properties of matter and energy. Topics will include the properties of gases, the laws of thermodynamics and their application to physical and chemical systems, phase and chemical equilibria, rates of reactions and chemical kinetics. Required course for all chemistry majors. 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 Introduction to theoretical chemistry. Topics will include quantum mechanics, chemical bonding and molecular structure and spectra. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 1024, General Chemistry II, MTH 2024, Calculus II and PHY 2124, General Physics II or instructor permission.

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. Three hours lecture and three hours laboratory per week. Prerequisite or co-requisite: 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 and three hours laboratory per week. Prerequisite or co-requisite: 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 4201 Chemistry Professional Preparation This course will introduce ways chemists communicate with each other, with students and with the public. Participants will prepare written reviews, present oral reports and defend their reports. Emphasis will be on the use of the library and current chemical research. Prerequisites: junior status.

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 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 Communication Small group study of special topics related to communication. May be repeated for credit if the topic is different.

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.

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 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.

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 3084 Learning To Teach Science in Diverse Learners

Pre-service teachers will examine teaching as enabling diverse learners to construct scientific understandings at the secondary level (7-12). Pre-service teachers will use the Next Generation Science Standards to prepare lessons and units. Pre-service teachers will learn how to elicit student thinking by preparing class discussions. In addition, they will assess student understanding through both formative and summative methods, learn to adapt science lessons to diverse learners including English Language Learners and students with special needs. Students will also be in local schools observing science teaching. They will be required to teach at least one science lesson. Students will accumulate a total of 30 clock hours in a Junior High School (7-9) setting.

EDU 3184 Teaching Math to Elementary Students Mathematics This course serves as a study of pedagogy used in the teaching of the secondary school Mathematics curriculum and is designed to study the methods and materials used in teaching Mathematics to junior high students. It addresses basic models, strategies and skills necessary for teaching Mathematics content. The course is an experiential learning opportunity where future educators spend full-day sessions at a local public school working with and teaching public school students, under the direction and supervision of Mathematics faculty. The purpose of this course is to prepare candidates for successful secondary level classroom teaching in the various branches of Mathematics and will provide candidates with knowledge of the basic principles of instructional planning and presentation. The course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of Mathematics and science, in addition to the use of knowledge of Mathematics to select and use appropriate technological tools. This course will focus on working with and teaching students at a junior high level and use appropriate Mathematics pedagogy and technology for this group of students.

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 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 4084 Reflection and Inquiry in Teaching Science

This course is a continuation of Learning to Teach Science to Diverse Learners. Pre-service teachers will continue to examine teaching as a way to help construct science-specific meanings at the secondary level (7-12). Pre-service teachers will use the Next Generation Science Standards to prepare lessons and units. Pre-service teachers will learn how to elicit student thinking by preparing class discussions. In addition, they will assess student understanding through both formative and summative methods, learn to adapt science lessons to diverse learners including: English Language Learners and students with special needs. Students will complete a portion of a portfolio with their written units, class observations and other useful teaching and learning examples that illustrate their knowledge and integration of effective teaching practices. They will also be in local schools observing science teaching and will be required to teach at least one science lesson. Students will accumulate a total of 30 clock hours in a High School (10- 12) setting.

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

EDU 4143 Integrated Curriculum II – Methods for Teaching Grades 4-6 Art, Music and Movement, Language Arts, Mathematics, Science, Social Studies This course emphasizes developmentally appropriate practices for children in grades 3-6. Pre-service teachers have the opportunity to analyze and develop integrated curricula within the context of professional, state and local standards. The course involves rigorous study of reading, language, speaking/listening and writing and how to integrate them in model units/lessons with the purpose of building deep content knowledge about a topic. Pre-service teachers build a working knowledge of curriculum strategies and techniques on which to base wise curriculum decision making for children in grades 3-6 by creating and teaching a unit of study that integrates mathematics, science, social studies, literacy, the arts and technology. Candidates will use digital media for research and collaboration. Additionally, the course will emphasize methods of measuring and reporting student progress with the goal of making valid data-driven decision making. The course emphasizes developmentally appropriate curriculum that includes Common Core and other nationally recognized standards, as well as state adopted standards; focuses on integration on literacy throughout content courses and adapting curriculum for diverse learners. Prerequisite: 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 4184 Teaching Mathematics to Secondary Students II This course serves as a study of pedagogy used in the teaching of the secondary school Mathematics curriculum and is designed to study the methods and materials used in teaching Mathematics to high school students. It addresses basic models, strategies and skills necessary for teaching Mathematics content. The course is an experiential learning opportunity where future educators spend full-day sessions at a local public school working with and teaching public school students, under the direction and supervision of Mathematics faculty. The purpose of this course is to prepare candidates for successful secondary level classroom teaching in the various branches of Mathematics and will provide candidates with knowledge of the basic principles of instructional planning and presentation. The course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of Mathematics and science, in addition to the use of knowledge of Mathematics to select and use appropriate technological tools. This course will focus on working with and teaching students in grades 9-12 and use appropriate Mathematics pedagogy and technology for this group of students.

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 in use in local and state school districts. Students are expected to work as members of a learning community in the analysis of teaching practice. Cases will serve as catalysts for analytic thinking and discussion. The course is designed to engage K-12 educators in the exploration and examination of key issues in teaching. Issues include, but are not limited to, the following: assessment, diversity, parental involvement, technology, constructivism, teacher collaboration, student motivation and individualized instruction. 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 1123 Introduction to Literary Study This course introduces students to what it means to be a student of literature and how students of literature pursue their studies. In so doing, it will explore representative texts from lyric, narrative and drama. As they are reading these texts, students will learn to translate personal reactions into scholarly responses. They will also learn to engage with literary scholarship and to participate in an ongoing scholarly conversation.

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. This course may be repeated for elective credit provided the theme or topic is different.

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 2123 Global Literature This course introduces students to a range of non-American literary works and literary traditions, especially from the 20th and 21st century, with the goal of providing some global perspective on literature (especially literature not originally written in English). To this end, students will explore works of literature—be they stories, novels, poems, or plays—with the goal of contextualizing how we read literature more globally. Students will learn to analyze and evaluate various elements of literature, as well as learning how to approach literature from different cultural traditions.

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 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

ENG 3093 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, postmodernism, psychoanalytic criticism, structuralist criticism, reader-response criticism, gendered criticism, deconstruction, New Historicism, postcolonial criticism, ecocriticism and post-humanism. 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.

ENG 3143 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 3203 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.

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.

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

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

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.

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.

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.

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.

ENG 3293 Eighteenth-Century Literature This course traces the development of British literature during the eighteenth century, with particular attention to the era's significant poets, essayists and novelists.

ENG 4901 Senior Thesis I This course begins the capstone sequence for the English major. In consultation with an English advisor, the student begins preliminary research and planning for a senior thesis project to be completed in the subsequent semester.

ENG 4902 Senior Thesis II 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. Prerequisite: ENG 4901 Senior Thesis I.

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.

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 4011 Public and Community Health Promotion An in depth study of the methods and strategies employed by various agencies to promote the public's health. An introduction to the barriers contributing to behavior change is also given. Areas of focus include: Health Maintenance Organizations, Hospitals, Public and Private Clinics, Voluntary Health Agencies, Health Departments, Secondary Schools, and Business/Industry

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.

HSC 4113 Health Science Capstone An in-depth study of the methods and strategies employed by various agencies to community health planning. An introduction to community capacity and mapping is provided. Students will develop a health intervention for a specific population of interest based on relevant assessment data. Also, an introduction to the barriers contributing to behavior change is also given. Areas of focus include: Health Maintenance Organizations, Hospitals, Public and Private Clinics, Voluntary Health Agencies, Secondary Schools and Business/Industry.

HSC 4204 Biomechanics Biomechanics incorporates basic physics principles with anatomical design and mechanics to describe biological movement. Students will learn how movement is possible through muscle generation of force and how movement is inhibited by external forces and limitations in skeletal and muscular design.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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. 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.

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.

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 3002 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 3023 Small Business Management A study of the role and function of the entrepreneur. Topics include various business models and structures, the development of a viable business plan, an overview of the steps involved in starting a new business and the assessment of one’s interests and capabilities.

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: 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 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 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 Mathematics Literacy This course covers the skills and tools needed to work with quantitative information in daily life. Quantitative reasoning (QR) 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 2033 Mathematics Curriculum This course addresses the knowledges and understandings needed to demonstrate a solid and flexible knowledge of mathematical processes and practices. The coursework will help students develop productive mathematical dispositions and analyze mathematics curriculum and analyze different approaches to mathematical work and respond appropriately. They will also be given opportunities to become proficient with tools and technology designed to support mathematical reasoning and sense making, both in doing mathematics themselves and in supporting student learning of mathematics.

MTH 2043 Mathematics Pedagogy This course addresses the knowledges and understandings needed to teach mathematics at the k-6 level. Students will plan for mathematics instruction that provide for access, support and challenge in rigorous mathematics to advance the learning of every learner. Students will attend to multiple factors in the instructional design and assessment process by examining learner needs, strengths, task selection and the results of formative and summative assessments. Students will develop a core set of pedagogical practices that are effective in developing the learner's meaningful learning of mathematics. This course will address the importance of the learner's thinking as well as the importance of social context and equity in mathematics education.

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 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: MTH2123, Discrete Mathematics and MTH 3114, Calculus III.

MTH 4212 Senior Seminar An independent research project arranged between a senior mathematics student and an instructor to provide intensive study in a particular area of interest on a topic approved by the mathematics faculty. The course includes a definition of goals appropriate for the advanced student, ways of attaining those goals and means of measuring progress. Successful completion of this project is a requirement for graduation.

Media Production

MDP 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.

MDP 1024 Media Production I A course the fundamentals of field and studio television production. This core program is designed to provide practical knowledge and skill media production The course will cover skills in pre-production, production and post-production for television and film projects.

MDP 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.

MDP 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.

MDP 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 acquired in Media Production I, students utilize the medium to tell stories and produce programing for KUOZ Channel 6 and for the web. Prerequisite: MDP 1024 Media Production I.

MDP 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.

MDP 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 MDPMPD 2093 The Art of Watching Film.

MDP 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.

MDP 4003 Seminar in Mass Communication Small group study of variable topics related to media production. May be repeated for credit when the topic is different.

MDP 4013 Student Producers A course designed to provide advanced media production students with leadership experience in a production environment. Students with help with Media Production II exercises and production work and will perform advanced-level work in film and television production. Pre-requisites: MDP 1024 Media Production I and MPD 2084 Media Production II and instructor approval.

MDP 4024 Digital Storytelling This advanced 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 verité-style storytelling to deliver high-quality stories on television, radio and web platforms. Pre-requisites: Grades of C or better in MDP 1024 Media Production I and MDP 2084 Media Production II.

MDPMPD 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; MDP 4102 Professional Ethics and Planning.

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.

MUS 1043 Fundamentals of Music A study of fundamental musical skills, including pitch reading and notation, rhythm reading and notation and familiarity with the layout of the keyboard and octave registration.

MUS 1053/3053 Studies in Music A variable-topics course that explores various themes in the field of music, touching on the works of a particular era, composer, style, or genre. Topics might include jazz, the history of popular music, the music of Beethoven, electronic music, piano music, dramatic music, the symphony, music of the British Isles, or the history of song, among others. Students who take this course for upper-level credit will have additional requirements for research and writing. This course may be repeated for credit provided the topic is different.

MUS 1234 Music Theory & Aural Skills I A study of the fundamental vocabulary of the language of music, focusing on practical application of written, analytical and aural skills. Pre-requisite: a grade of C- or higher in MUS 1033 Fundamentals of Music, or a passing score on a proficiency exam administered by the Music faculty.

MUS 1244 Music Theory & Aural Skills II A study of the syntax of the language of music that builds on the skills acquired in MUS 1234 Music Theory & Aural Skills I and continues to focus on practical application of written, analytical and aural skills. Pre-requisite: a grade of C- or higher in MUS 1234 Music Theory & Aural Skills I.

MUS 2033 Music History 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, from the Middle Ages through the Baroque period. Pre-requisite: a grade of C- or higher in MUS 1234 Music Theory & Aural Skills I.

MUS 2043 Music History II This course is a survey of classical art music from the 19th century through the present day that focuses on coverage of major composers, genres and standard concert repertoire, both vocal and instrumental. Pre-requisite: a grade of C- or higher in MUS 1234 Music Theory & Aural Skills I.

MUS 2143 Global Music This course is an introductory survey of music around the world (but outside the Western Classical tradition). Selected styles will be studied from the Middle East, India, Africa, China, Japan, Indonesia, Latin America and Native North America, as well as folk traditions from Europe and the United States. Special attention will be paid to: understanding each style within its social, cultural and aesthetic contexts; learning a basic musical vocabulary for describing and analyzing the techniques used in the music; and exploring other global music outside of the classroom.

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. Pre-requisite: a grade of C- or higher in MUS 1234 Music Theory & Aural Skills I.

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 3233 Music Theory III A study of the syntax of the language of music that builds on the skills acquired in MUS 1234 Music Theory & Aural Skills I and II and continues to focus on practical application of written, analytical and aural skills. Pre-requisite: a grade of C- or higher in MUS 1244 Music Theory & Aural Skills II.

MUS 3243 Music Theory IV A study of the syntax of the language of music that builds on the skills acquired in MUS 1234 Music Theory & Aural Skills I, II and III and continues to focus on practical application of written, analytical and aural skills. Pre-requisite: a grade of C- or higher in MUS 3233 Music Theory III.

MUS 3253 Lyric Diction Students will learn the principles and tools of proper sung pronunciation of the languages standard to vocal repertory (English, Italian, French and German). The course begins with an introduction to the International Phonetic Alphabet (IPA) and then approaches the four languages with IPA as a standardized and clear guide. Students will learn to perform and teach others with accent-free and clearly enunciated language.

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.

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. May be repeated for credit.

MUS 4201-4202 Advanced Voice Advanced private instruction for senior music majors preparing Senior Performance Seminar Recitals. Maximum enrollment is two semesters. Prerequisites: Approval of music faculty through jury performance. May be taken twice for credit.

MUS 4301-4302 Advanced Piano Advanced private instruction for senior music majors preparing Senior Performance Seminar Recitals. Maximum enrollment is two semesters. Prerequisites: Approval of music faculty through jury performance. May be taken twice for credit.

MUS 4401-4402 Advanced Organ Advanced private instruction for senior music majors preparing Senior Performance Seminar Recitals. Maximum enrollment is two semesters. Prerequisites: Approval of music faculty through jury performance. May be taken twice for credit.

MUS 4501 Chamber Singers An ensemble concentrating on the highest possible performance skills through the preparation of a wide variety of choral literature. Open by audition only. 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 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 3101 Physical Activity in Public Health This course examines physical activity in American society from the historical perspective to the political perspective using public health goals and models. Students will review relevant data to understand how culture, politics, business, maturation and environment contribute to relevant trends in physical activity participation and promotion.

PHE 3222 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 3424 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 2073 Hinduism and Buddhism A course intended to acquaint students with the origins, historical development and essential beliefs and practices of Hinduism and Buddhism. Directly related traditions will also be examined.

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

PHL 2103 Creative Writing and Thought I- This interdisciplinary course examines and analyzes traditional and contemporary problems and questions in the writings of philosophers and then analyzes and practices imaginative writing, primarily genre short fiction writing, focusing on those questions. While short fiction will be its emphasis, it may include some poetry and longer work as well. The course features workshop in and outside of the classroom. Problem areas will include: Philosophy of Mind, Personhood, Epistemology and

Religion. When taught in the spring, students also will be required to attend workshops and submit to/assist with *Falstaff*. When taught in the fall, students also will be required to attend workshops and participate in Project Poet.

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

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

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

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

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

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

PHL 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 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. 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. Typically, the course focuses on the constitutional and legislative authority of governmental agencies, judicial review of administrative law, agents and processes of rule-making and the procedures of administrative hearings.

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 2003 Research Design and Analysis I 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 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 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.

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

PSY 3083 Introduction to Counseling Skills Through this course, students will learn and practice applying basic counseling skills. Topics covered include: building a therapeutic alliance, self-awareness, multicultural competence and various theoretical approaches. Students will engage in frequent counseling role-plays to practice skills learned and to experience what providing counseling might feel like.

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 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 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 1003 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 3813 Junior Seminar This course is a discussion of professional, research and writing methods in psychology. It acquaints psychology majors with job opportunities available following graduation and graduate school applications and strategies. The course is taken during the fall semester of the psychology major's junior year.

PSY 4023 Research Design and Analysis II 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.

PSY 4813 Research Experience Students and faculty engage in collaborative research and present their results at a university symposium as well as professional and undergraduate psychology conferences. The Research Experience course is designed for students who seek graduate school training.

PSY 4823 Service Experience Students will spend time each week at an agency or organization dedicated to providing human services. Students will discuss their experiences in class so other students can also benefit from their experience. The Service Experience course

is designed primarily for students who do not intend to immediately go into graduate school and provides understanding and insight of the jobs available with the bachelor's degree.

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 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. 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 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.

Spanish

SPN 1105 Intensive Elementary Spanish I 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 emphasizes speaking and listening. Students will also gain extensive knowledge about the various cultures of the Spanish-speaking world. This course is not intended for native speakers of Spanish, or for those students who demonstrate proficiency in Spanish.

SPN 1205 Intensive Elementary Spanish II This course builds upon the skills and concepts taught in Intensive Elementary Spanish I, with increased emphasis on the skills of reading and writing. This course is not intended for native speakers of Spanish, or for those students who demonstrate high proficiency in Spanish. Prerequisite: SPN 1105 with a grade of C- or higher, or instructor's permission.

SPN 2033 Intermediate Conversation This course is designed to improve students' listening and speaking skills in Spanish by familiarizing them with contexts that require situationally-appropriate vocabulary and more sophisticated verbal comprehension. Prerequisite: SPN 1205 Intensive Elementary Spanish II with a grade of C- or higher, or instructor's permission.

SPN 2043 Intermediate Grammar This course is designed to improve students' reading and writing skills in Spanish, with a primary emphasis on the study of Spanish composition and literature. Prerequisite: SPN 1205 Intensive Elementary Spanish II with a grade of C- or higher, or instructor's permission.

SPN 2133/4133 Hispanics in the U.S. This English-language course centers on the cultural and historical analysis of the diverse nationalities/groups within the United States that are connoted within the more encompassing term "Hispanic." This course examines the origins of at least six distinctive Hispanic groups that reside within different regions of the United States and explores the cultural, linguistic and political impacts of Hispanic transnationalism in the United States. Students who take the course for upper-level credit are required to complete additional research and writing assignments.

SPN 3033 Advanced Conversation: Hispanic Film This course enables students to enhance their listening and comprehension skills, as well as their understanding of Hispanic history and society, through the viewing and detailed analysis of Spanish-language films. Prerequisite: SPN 2033 Intermediate Conversation, or instructor's permission.

SPN 3103 Introduction to Literature This course enables students to improve, through the study of literature, 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 study in Hispanic literature and civilization. Prerequisite: SPN 2023 Intermediate Grammar, or instructor's permission.

SPN 3113 Advanced Grammar and Composition This course is an intensive review of Spanish grammar that enables students to communicate in Spanish in more complex and sophisticated ways. Students continue to increase their vocabulary by rigorous reading and they devote their efforts to oral and written expression. A strong emphasis is placed on essay development. Prerequisite: SPN 2023 Intermediate Grammar, 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, or instructor's permission.

SPN 4043 Major Works in Hispanic Literature This is a topical course that requires students to read selected works of Spanish-language literature and to analyze those works and their broader contexts through classroom discussion and written composition. This course may be repeated for credit provided the topic is different. Prerequisite: SPN 3103 Introduction to Literature, or instructor's permission.

SPN 4333 Senior Project Under the direction of a Spanish faculty member, the student completes a major research project that demonstrates proficiency in the Spanish language and Hispanic cultural studies. Prerequisite: senior status.

SPN 4901 Senior Seminar This course requires Spanish majors to complete a written assessment of a pre-approved Spanish-language immersion experience and to demonstrate their efforts at professional or vocational discernment. Prerequisite: senior status.

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 public 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 attendance 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 apply 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 introduces students to the basic elements and principles of design and style, while enabling 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 are 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 performance based on the work of Konstantin Stanislavski along with other theories. Students will apply the techniques of action, physical score, given circumstances, tactics, goals and objectives, through line, super-objective and physical embodiment. The class will take a functional approach to the basic techniques of acting, culminating in a showcase performance. Production attendance required.

THR 2023 Voice and Diction This course explores the process and creative uses of vocal production to build a healthy and expressive instrument supported by exercises in theory and breath, articulation, resonance and character building.

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 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 course focuses 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 course focuses 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 1023 Stagecraft and THR 1033 Fundamentals of Theatre Design.

THR 3153 Scene Design and Technology This course focuses 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. THR 1023 Stagecraft and THR 1033 Fundamentals of Theatre Design.

THR 3163 Movement This course is a process-based exploration in movement fundamentals for the actor to develop movement terminology, efficiency and ease. The course focuses on physical characterization, psychophysical communication and ensemble building.

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 with the opportunity to apply their acquired theatrical skills in a professional producing organization.

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

Radwan Al Faouri, Visiting Professor of Physics
Ph.D., University of Arkansas
M.S., University of Arkansas
M.S., Al-Balqa Applied University, Jordan
B.S., Yarmouk University, Jordan

Edward Ardeneaux IV, Assistant Professor of English
Ph.D., University of Arkansas
M.A., University of Georgia
B.A., University of New Orleans

Rebecca Bailey, Assistant Professor of Theatre
M.F.A., University of South Dakota
B.S., South Dakota State University

NaLisa Brown, Instructor of Management
M.B.A., University of Arkansas
B.S.B.A., University of Arkansas

Dennis Bublitz, Visiting Assistant Professor of Psychology
Ph.D. The Graduate Center, CUNY
M.A., Hunter College
B.A., Louisiana State University

Sidni Carruthers, Instructor of Communication
M.A., Texas State University
B.S., University of Texas, Tyler

William Clary, Professor of Spanish
Ph.D., University of Missouri
M.A., University of Missouri
B.A., University of Missouri

Sean Coleman, Dean of Natural Sciences & Mathematics,
Professor of Biology
Ph.D., University of Iowa
B.A., Luther College

David Daily, Dean of Humanities & Fine Arts,
Professor of Religion
Ph.D., Duke University
M.Div., Yale University
B.A., Ouachita Baptist University

Yassine Dguidegue, Assistant Professor of Sociology
Ph.D., University of Missouri, Columbia
M.A., University of Mohammed the Fifth, Rabat, Morocco
B.A., The Faculty of Education, Rabat, Morocco

Stewart Dippel, Professor of Political Science
Ph.D., The Ohio State University
M.A., Miami University
B.A., Miami University

William Eakin, Professor of Philosophy
Ph.D., University of Arkansas
M.A., Baylor University
M.A., University of California, Davis
B.A., Hendrix College

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Ph.D., North Dakota State University
M.S., Old Dominion University

B.A., University of Texas
Karen Frank, 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

Argelia Garcia Saldivar, Visiting Assistant Professor of Spanish
Ph.D., Purdue University
M.A. Purdue University

B.S., Universidad del Atlantico, Mexico
Sharon Gorman, Walton Professor of Music

Ph.D., Stanford University
M.M., Westminster Choir College
B.M., Westminster Choir College

Joel Hagaman, Associate Professor of Psychology
Ph.D., University of Arkansas
M.A., Southern Illinois University – Edwardsville
B.A., Monmouth College

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M.A., University of Arkansas
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Stewart Hart, Assistant Professor of Chemistry
Ph.D., Michigan State University
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