



UNIVERSITY OF THE
OZARKS

2025-2026
Academic Catalog

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2025–2026 Academic 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; <https://www.hlcommission.org>.

The University's Elementary and Secondary Education programs are certified by the Arkansas Department of Elementary and Secondary Education (DESE).

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.

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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 a 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 institutions attended, participation in officially recognized activities or athletic teams, and weights and heights of athletic team members.

Students' transcripts will not be released to third parties without their written consent. Requests for unofficial transcripts must be submitted to the Office of Academic Affairs; forms are available on the University website. Official transcripts are requested through the National Student Clearing House. Official transcripts will not be released when a student has a financial obligation to the University unless the student received federal financial aid. 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 Academic Affairs. Students declare their FERPA designations online during their first semester; any changes are processed by the Office of Academic Affairs.

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, 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, the University remains intertwined with Northwest Arkansas through students, alumni, foundation support, and its mission to serve students from diverse backgrounds.

Since its founding two years before Arkansas became a state, Ozarks has been a higher education trailblazer 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 (1958) 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. 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 history. It was founded by Cumberland Presbyterians as Cane Hill School (later Cane Hill College) at Cane Hill, Arkansas, in 1834. Cane Hill College 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 long 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.

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.

Academic Integrity

University of the Ozarks expects all member of the academic community to uphold and maintain both academic and professional honesty and integrity in their work. Personal and academic integrity are essential both to our mission and our desire to conduct ourselves with honor, dignity, and self-respect, and we understand that this is a gift from our Creator, who is praised and glorified through our wonder and awe before the mystery of life.

Ozarks Faculty promise to conduct themselves with integrity in scholarship and in devotion to students. They promise to use their skills and knowledge for the growth and empowerment of Ozarks students.

Ozarks Students promise to conduct themselves with integrity in studies. They promise to cultivate a love of learning for its own sake, as its own reward. They promise to actively take responsibility for their own learning as a means to personal growth and service to others. They promise to listen to others, giving credit for their work and acknowledging differences with honesty and respect.

Ozarks Staff promise to conduct themselves with integrity as they support the growth and development of Ozarks students. They promise to encourage and assist students through programs and the tasks performed.

All promise to make Ozarks' mission their own, sharing in the joys of fellowship and learning.

Assessment

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 results 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 individual academic programs. The four Intended Student Outcomes of an education at Ozarks are:

- Students will gain knowledge of humanity and the natural world through multiple scholarly disciplines.
- Students will practice the skills of inquiry, investigation, analysis, creativity, and communication throughout their respective courses of study.
- Students will apply the above skills in examining and honoring their moral, ethical, social, and spiritual responsibilities.
- 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 intensive-designated courses, a major curriculum, two minor curricula, and co-curricular activities. Each major, minor, and intensive program is required to submit an assessment report to the Assessment Committee on an annual basis, and each major program is required to provide a comprehensive program review to the Chief Academic Officer or designee every five years.

2025-2026 Academic Calendar

Calendar Event	2025-26
Fall	
Faculty & Staff Opening Workshop	Aug 20
New Student Move-In/Matriculation Convocation	Aug 22
Orientation and Ozarks Experience	Aug 22-25
Returning Student Move-In	Aug 24
Classes begin	Aug 26
Last day to register/add a class	Sept 2
Labor Day (Office Closed/No Class)	Sept 1
Last Day to Drop a class without a 'W'	Sept 9
Mid-Term (grades due by noon) – Previous Term Incompletes Due	Oct 17
Homecoming Week	Oct 16-19
Fall Break (Office Open/No Class)	Oct 23-24
Founder's Day Oct 28 th – Celebration	Oct 28
Student Self-Registration	Nov 3-14
Last day to withdraw from a class	Nov 11
Thanksgiving Holiday (Offices Closed/No Class)	Nov 26-28
Last day of classes	Dec 10
Study day	Dec 11
Final exams	Dec 12-17
Senior Final Grades due 8:00 p.m.	Dec 17
Commencement	Dec 20
All final grades due by noon	Dec 22
Winter - Course dates vary based on online offerings	
Winter Break (University Closed/No Ozarks Classes)	Dec 23 – Jan 1
Spring	
Student Move-In	Jan 18
Martin Luther King Holiday (Offices Open/No Class)	Jan 19
Classes begin	Jan 20
Last day to register/add a class	Jan 26
Last Day to Drop a class without a 'W'	Feb 2
Mid-Term (grades due by noon) – Previous Term Incompletes Due	Mar 13
Spring Break (Office Open/No Class)	Mar 23-27
Good Friday Holiday (Offices Closed/No Classes)	April 3
Last day to withdraw from a class	April 7
Student Self-Registration	April 6-17
ARCH Symposium	April 13-15
Last day of classes	May 6
Honors Ceremony	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
Commencement	May 16
All other final grades due by noon	May 19
Summer -Summer online course dates vary based on offering	
Summer Internship	May 18 – Aug 15
Memorial Day Holiday (Offices Closed/No Class)	May 25
Summer I and II classes begin	Jun 9
Summer I last day to add	June 10
SU II last day to add/ SU I last day to drop without a W	Jun 11
Summer II last day to drop without a W	Jun 15
Juneteenth (Offices Closed/No Class)	Jun 19
Summer I last day withdraw from a class	Jun 26
Summer I classes end	July 2
Summer Break (University Closed/No Ozarks classes)	July 6-10
Summer III classes begin	July 14
Summer III last day to add	July 15
Summer III last day to drop without a W	July 16
Summer II last day to withdraw from a class	July 20
Summer III last day to withdraw from a class	July 30
Summer II and III classes end	Aug 7

* Dates listed and events may be amended

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 for admission.

First-Year Students First-year applicants are students who have graduated with a high school diploma or completed the General Education Development (GED) test but have not completed subsequent college coursework. Candidates applying to college as first-time, first-year students must submit the following materials:

- Completed application form, available at www.ozarks.edu/apply
- 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) or an official GED diploma and official score report
- Official scores on the American College Test (ACT), or the Scholastic Aptitude Test (SAT)

Test-Optional Admission Test-optional applicants are not required to submit test scores. Domestic test-optional students with a 2.8 high school GPA or higher will be accepted. All international students and domestic students with a high school GPA between 2.5 and 2.7 must submit the documents listed below.

- High School Transcript
- Letter of Recommendation
- Academic Writing Sample
- Resume/Student Profile
- Interview with a Member of the Admission Committee

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 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. Unofficial transcripts will be used for admission determinations and first-semester registration. All work evaluated from unofficial transcripts will be subject to final evaluation upon receipt of the official transcripts. Transfer work evaluated from unofficial transcripts will be applied to the student's degree audit but will not be applied to the student's transcript until the official transcript is received. Official transcripts must be submitted by the student in the semester the student earns 90 hours. All graduation audits are pending until the official transcript is received. No degree will be awarded without all official transcripts on file.

Courses in which a student has earned a grade of C- or higher may transfer but will not be counted in a student's cumulative grade point average at Ozarks.

Students seeking to transfer to Ozarks may be denied admission if they did not leave their previous institution in good standing. Failure to report attendance at another institution, regardless of whether credit was granted, may result in dismissal from Ozarks.

Official Final Transcripts New students must submit official final high school and/or college transcripts from all attended institutions in order to complete their admission file before enrolling.

High school transcripts must include graduation date. "Official" is defined as having an identifiable communication path from the source of origination, i.e. the transcript was emailed to the new student from their guidance counselor.

Official College/University transcripts must be issued directly by the institution and bear the institution seal and registrar's signature. Final official transcript must have all work completed.

Transcripts from international institutions must be provided in English and include ETCS credits or a US equivalent. Official transcripts that are not produced in English or with US credit or equivalent must be submitted to an evaluation service for translation and/or evaluation. Ozarks partners with SpanTran, and additional information can be found on the Ozarks website. The cost of translation and evaluation is to be paid by the student.

Re-Enrollment Students who have not been continually enrolled at Ozarks may re-enroll in future semesters without re-admission if the following criteria are met:

- Student is in good academic standing;
- Student is in good standing with the Office of Student Affairs and the Office of Administrative Services;
- Student has not completed course work at another institution since leaving Ozarks; and
- Student did not withdraw from the University during last semester enrolled at Ozarks.

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. Students who were placed on academic probation at the end of their previous semester and have had a break in enrollment must also re-apply. For the purposes of this policy, “voluntarily withdrawn” is defined as a student who withdrew from the University prior to the end of a term (and received grades of W).

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;
- If a student has completed additional academic work after leaving the University, all transcripts must be received by the Registrar prior to any action being taken on the student's re-admission application;
- Registrar must provide recommendation to the Chief Enrollment Officer or designee regarding academic status and possible academic plan. All students who were not in good academic standing will be given conditions of re-admission and admitted on the previous academic status;
- Students seeking re-admission who were suspended must have their application reviewed for re-admission by the Academic Standing Committee. Should it be administratively burdensome to convene the committee, the Chief Academic Officer or designee, 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 Chief Enrollment Officer or designee.

Degree Completion Program This program is designed to provide an affordable and accessible path for student degree completion. It has been designed for students who were unable to complete their degrees due to unforeseen circumstances. Students who meet one of the following criteria may apply for admission to Ozarks through the Degree Completion Program.

- Students who have not been enrolled in a college or university within the past 12 months and are within 15 hours of graduation
- Current students approved by the Chief Academic Officer

Students must reapply and meet all readmission requirements for students who left in Good Academic Standing as listed above. Students admitted under this program will have their admissions deposit waived. Students admitted under this program are not eligible to reside in residence halls.

This program will allow students to enroll in online or in-person classes through Ozarks, taught by Ozarks faculty or consortial institutions. Students in this program will be charged tuition based on the program rates published under Financial Affairs.

Non-Degree Seeking Students Students wishing to attend Ozarks as non-degree seeking students must submit an application to the University. These students may be attending Ozarks through an exchange program, to prepare for transfer to another institution, or for personal enrichment. In most cases these students will be part-time, but they can be approved for full-time status by the admissions office. Students wishing to attend in full-time status will be required to provide official transcripts from all previous institutions attended.

Students who have been admitted as non-degree seeking and wish to change to degree seeking must re-apply for admission.

International Students In order to be considered for admission, international students will need to provide the following:

- Demonstrated English proficiency: international candidates for admission from countries where English is not the primary language 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
- Duolingo English test minimum score of 100.
- 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
- Interview with Director of Walton International Scholars Program or Director of Admission
- Official transcripts and certified English translations if applicable
- Official copy of secondary school diploma (if available)

J1 students For 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 the Form DS2019.

- Provide a color copy of the applicant's passport.
- Submit the completed and signed Certificate of Finances Form.
- Submit supporting financial documentation. Students participating in an exchange program are required to demonstrate the financial ability to pay for their room, board, learning materials and health insurance for the duration of their exchange – unless otherwise covered by their home University or sponsoring institution. 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. All available funds must be noted in US dollars.

F1 students For 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 the Form I20.

- Provide a color copy of the applicant's 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. All available funds must be noted in US dollars.

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:

- an Application for Admission,
- a letter of recommendation from the high school principal, or parents (if home schooled),
- the most recent high school transcript indicating a grade point average of at least 3.00.
- standardized test scores with 18 or higher on the ACT, or at least 940 on the SAT (Critical Reading and Mathematics), OR a written essay and resume.

Students may submit, for individual evaluation, evidence of other performance criteria if recommended by the high school principal.

Students who have been admitted to Ozarks as concurrent high school students who wish to attend full time must apply for re-admission.

Jones Learning Center If a student meets the general admission criteria of the University, they will be accepted and can opt in to the services of the Jones Learning Center for the specified fees. Students with specific learning disabilities, ADD/HD, or Autism Spectrum Disorder who seek admission to the Jones Learning Center outside of the general admission process 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.

Conditional Admission Policy Students who do not meet minimum admission standards may appeal their admission decision and petition to be admitted conditionally after approval from the Vice President for Marketing and Enrollment and the Vice President for Student Success.

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)

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.

Immunization Policy

University of the Ozarks, in compliance with Arkansas State Law 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. (www.healthy.arkansas.gov/images/uploads/rules/ImmunizationRequirements.pdf) Immunizations are requested during the admissions process and must be received by the 10th class day for students to remain in attendance. Any student who 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 who 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 who 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 records 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 who 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 2025-2026 academic year. The University reserves the right to revise these expenses at the beginning of any semester or summer term.

	Per Year	Per Semester
TUITION		
Fall/Spring (12-18 Hours)	\$25,700	\$12,850
Fall/Spring per hour		\$1,077
Summer/Winter/Degree Completer per hour		\$412
Summer/Winter/Degree Completer Internship/Practicum per hour		\$150
LEARNING MATERIALS		
Fulltime Fall/Spring (12-18 Hours)	\$1,000	\$500
Fall/Spring per hour		\$42
Degree Completer – Ozarks Class only*		\$42
ROOM: SMITH, MACLEAN HALL, NEW FRESHMAN HALL		
Smith Double as Single Occupancy / per student	\$4,400	\$2,200
MacLean Single / per student	\$5,400	\$2,700
MacLean Single Suite / per student	\$5,600	\$2,800
MacLean Double / per student	\$4,400	\$2,200
MacLean Double Suite / per student	\$4,700	\$2,350
New Freshman Hall Single / per student	\$6,000	\$3,000
New Freshman Hall Double / per student	\$5,000	\$2,500
Regular dining options are required.		
SUITE STYLE RESIDENCE HALL: BAGWELL/JONES, CARY/WORTZ, MABEE, TRUSTEE		
Single Occupancy / per student	\$4,800	\$2,800
Double Occupancy / per student	\$4,600	\$2,300
Regular dining options are required.		
UNIVERSITY OWNED APARTMENTS, DUPLEXES, HOUSES		
College Avenue, North Street Apartments; Duplexes; Houses / per student **	\$6,000	\$3,000
** Block Plan dining option required. However, students may opt into a regular dining option above.		
REGULAR DINING OPTIONS:		
Unlimited with \$200 declining cash balance	\$4,942	\$2,471
15 flexible meal plan w/\$250 declining cash balance	\$4,942	\$2,471
BLOCK PLAN DINING OPTIONS		
35 Block Meals with \$175 declining cash balance	\$1,274	\$637
50 Block Meals with \$275 declining cash balance	\$1,752	\$876

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

*The learning materials fee is required for all students enrolled at Ozarks. This fee provides students with all books and materials required for all courses enrolled in for each semester. Books are provided on a rental basis and must be returned at the end of each term or additional fees may apply. Additionally, full time students receive an iPad for use while enrolled at Ozarks. The iPad must be returned or a fee will be assessed if the student leaves Ozarks before graduation.

Jones Learning Center Services

Students who enroll in the enhanced program offered through the Jones Learning Center will incur the following costs in addition to those listed above.

JONES LEARNING CENTER FEE	Per Year	Per Semester
Tier One (comprehensive)	\$12,000	\$6,000
Tier Two	\$8,000	\$4,000

Miscellaneous Deposits and Fees

Deposits and Fees	Per Year	Per Semester	One Time Fee
New Student Tuition Deposit*			\$200.00
Half-hour Applied Music Fee (1 credit)		\$315.00	
One Hour Applied Music Fee (2 credit)		\$500.00	
International Student Insurance Premium**	\$14,30.40	\$715.20	

*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

**All international students (F1 & J1) are required to participate in a school-sponsored insurance plan. Insurance coverage will be billed on a yearly basis through graduation. The school-sponsored insurance plan is provided through Geo Blue and covers standard health insurance in the US. Students who have family policies that are valid in the US may request an exemption to this fee. To complete the exemption form contact the Office of Academic Affairs. Exemption forms must be submitted for fall enrollment by August 1st and spring enrollment by January 1st.

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 in number of months based on an individual plan.
- 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.
- The Deferred Payment Agreement may be found on EagleNet or by contacting the Office of Administrative Services at oas@ozarks.edu or 479-979-1201.

Terms and Conditions:

- Payments are due on the same date 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, unless a payment plan has been established.
- Failure to pay account balance in full by these dates will result in cancellation of registration for the upcoming semester.
- All students must sign an acknowledgement of financial responsibility on an annual basis.
- 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 into 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 with a balance or 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 federal funds, the University will apply those funds to the outstanding balance.
- If the first payment is returned for any reason the recurring payment plan will be cancelled.
- Two returned payments within a semester will result in the agreement being terminated all outstanding charges will be due immediately.
- Failure to comply with the payment plan may impact current registration and the ability to pre-register for classes.

Acceptable forms of payment:

- Cash, check, e-check, money order, bank wire transfer, and credit/debit card (Visa, Discover, American Express and MasterCard). A service charge of \$9.00 will be assessed for all ACH and credit/debit card payments returned.

Financial Withdrawal Policies

Tuition and Institutional Aid Adjustment During the fall or spring semester, students who officially withdraw from the University will have their tuition and institutional aid prorated according to the following table. * These calendar days correspond with the last day to drop a class without a 'W' published on the Academic Calendar.

Calendar Days	Tuition Percentage Charged
1-15 days*	0%
16-29 days	20%
30-42 days	40%
43-55 days	60%
56+days	100%
(Day 67=60% Course Completion)	

During the summer and winter terms, students who officially withdraw from the University will have their tuition prorated per course according to the following table. This policy applies to courses offered through Ozarks as well as those offered through Acadeum or other partnerships.

Calendar Days	Tuition Percentage Charged
1 day	0%
2+ days	100%

Room and Board Adjustment If a student withdraws from Ozarks, room and 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. Students who are removed from the University housing for disciplinary reasons may not be eligible for room or board refunds.

Federal Aid Proration & Returns If a student withdraws from Ozarks, the student or the University may be required to return some of the federal funds awarded to the student. 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. 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.

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.

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.

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.

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

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 Provides part-time jobs for undergraduate students with a financial need, allowing them to earn money to help pay education expenses as well as gain valuable work experience.

Federal Aid Continued Eligibility 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 Director, Registrar, and Advisor 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 Registrar and approved by the advisor to qualify for further Title IV federal aid.

Appeal Process/ Academic Plan 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 Financial Aid Director reviews all student appeals and the Registrar and Advisor determines the type of action. The Financial Aid Director and Registrar may approve the student under the University's SAP standards, or approve the student under an academic plan approved by the Advisor and agreed to by the student 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 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.

Veterans Administration Benefits These benefits are available to veterans, their widowed spouses, and the children of those who have lost their lives in service or who are totally disabled as a result thereof. Prospective students should receive approval from an Educational Services Officer (ESO) or counselor within the Military Service prior to enrolling. Those eligible should contact the nearest Veterans Administration Regional Office well in advance of enrollment for assistance in securing benefits or visit U.S. Department of Veteran Affairs. Those needing more information regarding such benefits may contact the Office of Administrative Services by emailing oas@ozarks.edu, calling 479-979-1201, or visiting the OAS office within the Mabey Administration Building.

In accordance with Title 38 US Code 3679(c), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation & Employment (Ch.31) benefits, while payment to the institution is pending from VA. This educational institution will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certification of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

All academic and financial records are kept by Ozarks for a minimum of 3 years following student enrollment.

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/>.

Military Dependent Scholarship-MDS provides a waiver of tuition, fees, room and board at any public or private college, university, or technical institute in Arkansas for dependents and spouses of Arkansans who were killed or missing in action or who were prisoners of war or who are totally and permanently disabled. <https://sams.adhe.edu/Scholarship/Details/MDS>

Access to Acceleration Scholarship-provides financial support for students enrolled in concurrent credit courses, allowing them to earn college credits while still in high school. <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 is designed to provide qualified teachers for Arkansas by offering financial assistance to qualified students. Students who maintain full-time enrollment at University of the Ozarks and plan to serve as a teacher in Arkansas may receive up to \$5,000 per academic year of forgivable TEACH Loan. This requires a recommendation from an Education faculty member. Upon completion of each year of service and submission of documentation a year of the loan is forgiven.

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.

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

Other Financial Aid Policies

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. Types of aid include 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. The University has set the maximum allowance for travel and personal expenditures at \$4,600.

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). Tuition waiver applications are available in the Office of Human Resources.

New or Increased Aid If a student receives any new or increased outside scholarships or grants, those sources of funding will be split equally between charges on the student's account, awarded Ozarks scholarships or grants, and awarded Vera Pfeffer and Federal Direct Unsubsidized and Subsidized Loans.

Loan Adjustment When a student's ability to borrow federal loans increases, the Vera Pfeffer Loan will be reduced equally. For federal loans, freshmen have the lowest eligibility to borrow, sophomores are eligible to borrow \$1,000 more than freshmen, and juniors and 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.

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.

Disability Services

The University is committed to all provisions established under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. The institution will create an educational environment where students with disability have equal access to programs without compromising the essential components and requirements of the course, educational program, or degree, nor pose an undue burden on the institution.

Students who anticipate or experience barriers due to a disability must self-identify with the Disability Services coordinator or the Jones Learning Center and documentation must be provided which establish a disability that limits one or more major life activities. Although there is no time limit on self-identification, the student must allow time for any accommodation to be arranged; therefore, early identification is encouraged. The Disability Services coordinator and the Jones Learning Center have full authority to make decisions regarding accommodation for students which are necessary to provide equal access. If a student feels that they have not received adequate assistance regarding their documented disability or have been treated unfairly in regard to their disability, a detailed grievance procedure is outlined in the Student Handbook.

Student Success Center

The Student Success Center (SSC), located in the Jones Learning Center building, offers a full array of academic support services to all students. These free services include tutoring, advising, and drop-in math and writing labs. In addition, SSC also houses the TRIO Student Support Services program, the Disability Services coordinator, and Project Success.

Jones Learning Center

The Jones Learning Center (JLC) 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. With the support of these services students can participate fully in all academic programs and make a smooth transition to independent learning. For JLC students needing support in social skills or independent living skills, the JLC also provides support that emphasizes social thinking for students with ASD, with specific training in social and life skills.

Academic Affairs

When students enroll at 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 upon them being enrolled during any one of the terms (Fall, Spring, Summer, or Winter) during a calendar year.

Academic Calendar The Ozarks calendar includes two sixteen-week semesters, Fall and Spring; two four-week summer sessions, Summer I and III; an eight-week summer session, Summer II; and a four-week Winter session.

Academic College Level Students are 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 are explained by the instructor at the beginning of each semester and are included in the course 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; 6 hours during concurrent summer sessions; or 3 hours during the Winter session.

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 Academic Affairs.

Full-time tuition covers 12 to 18 credits. Students wishing to take more than 18 credits during the Fall or Spring term must obtain the approval of the Chief Academic Officer or designee. 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.

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 or winter 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 provision (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work and other academic work leading toward the award of credit hours.

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 Office of Academic Affairs by a 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 Office of Academic Affairs by a 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.

Registration Policies For each term, the University publishes a schedule of course offerings and establishes a timetable and procedures for 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 student's schedules after the self-registration period must be approved by the student's academic advisor. Courses may be added until the 5th class day of the 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 petitioned by using an add/drop form and approved by the Chief Academic Officer or designee. The add/drop form is available on [EagleNet](#) or in the Office of Academic Affairs.

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 withdraw (69%), a grade of W will appear on the student's transcript. Courses may not be dropped after the published last day to withdraw. 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 under the Financial Affairs and 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 who 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 Chief Academic Officer or designee. No student will be allowed to arrive after the 10th day of class. All students who are late arrivals on campus are subject to the attendance policy published in the course syllabi. It is the student's responsibility to work with each instructor regarding non-attendance or missed assignments. Any student who has been reported as not attending all classes will be administratively cancelled from the University.

Withdrawing from the University Students who choose to withdraw 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 withdraw (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 who withdraw 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, or for military service, must request to be placed in leave-of-absence status. Students may petition to the Chief Academic Officer or designee and Chief Enrollment Officer for a leave of absence for other reasons not defined above. To be granted a leave of absence, a student must be in good

academic standing. The request a leave of absence, the student must submit a Leave of Absence form before the last class day of the semester prior to the planned leave of absence to 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.

Transfer Credit Criteria The 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, or evidence of comparable rigor and the nature of the course experiences (e.g., reading and research requirements, laboratories, hands-on work, etc.). 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

Transfer Credit Procedures for 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 Chief Academic Officer. 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 Academic Affairs.

College Level Examination Program (CLEP) Ozarks recognizes the College Level Examination Program (CLEP) as a method of establishing credit by examination. CLEP exams with a score of 50 or higher will be accepted for credit. A maximum of 30 hours of credit may be earned in this manner. Students wishing to take examinations must obtain prior approval from the Chief Academic Officer or designee. 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 Academic Affairs for more information.

Advanced Placement High school students who have completed one or more college-level courses through the Advanced Placement (AP) Program may be eligible for credit at Ozarks. Test scores prepared by the Educational Testing Service should be sent directly to the Office of Academic Affairs. The AP exam passed with a score of 3 or higher will be granted credit on the student's transcript, but these credits will not be considered when calculating grade point averages. Students should contact the Office of Academic Affairs for more information. A maximum of 24 hours will be accepted for credit.

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 Academic Affairs for more information. Credit will be included in earned hours but will not be included in the grade point average.

Online Consortium The University of the Ozarks participates in an online consortium through Acadeum that offers online courses through consortia partnerships for Ozarks students to enroll in for University credit. While these courses are primarily offered to Ozarks students during the Summer or Winter terms, on occasion a course may be offered during the Fall or Spring semesters when approved by the Chief Academic Officer or designee. Acadeum courses are listed on the Ozarks transcript as University of the Ozarks courses and are included in attempted hours, earned hours, and grade point average. Once enrolled, students in courses hosted by a partner institution will be contacted directly by the host school through their Ozarks email address. Students are required to meet all requirements as outlined by the host school and will be required to meet all add/drop and withdrawal dates published by the host school for each Acadeum course. Tuition for Acadeum courses will be assessed based on the Ozarks tuition rates and financial policies for the term in which the student is enrolled.

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
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

C	2.0
C-	1.7
D+	1.3
D	1.0
D-	.7
F	0

I	Incomplete
W	Withdrawal
WP	Withdrawal Passing
WF	Withdrawal Failing
P	Pass – C- or higher

H	Honors
R	Satisfactory Progress
S	Satisfactory
U	Unsatisfactory
AU	Audit
AUF	Audit-Failed

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 Chief Academic Officer or designee 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 the Chief Academic Officer or designee 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 regular 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, their 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 Academic Affairs 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 Chief Academic Officer or designee. 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 Academic Affairs that a course is being repeated. This should be done at the time of completion of the repeated course.

Grade Appeal Formal grade appeals by students must be initiated within one (1) year of the issuing of the disputed grade, though exceptions may be made at the discretion of the Chief Academic Officer. A student initiates the grade appeal process by writing a formal appeal and submitting it to the Chief Academic Officer, who then meets with both the student and instructor in an effort to help resolve the appeal. If the appeal is not resolved, the Chief Academic Officer may refer the student's appeal and the instructor's rebuttal to the Academic Affairs Committee (AAC), which will arrange and conduct separate hearings for the student and instructor. Both the student and instructor may be accompanied by a chosen representative at their respective hearings. The Academic Affairs Committee may decide to convene a third hearing to include both the student and the instructor with their respective representatives. Based on its determinations from the hearings, the Academic Affairs Committee will notify both the student and the instructor of its recommendations for resolving the grade dispute, and will then forward its recommendation to the Chief Academic Officer, who will then notify the University Registrar of the decision.

Deans' and President's List The Chief Academic Officer or designee 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 be eligible for the Deans' or Presidents list, students must complete a minimum of 15 semester hours or full-time as defined by the University Registrar. The Deans' list requires a semester grade point average of 3.50 and the President's list requires a 4.00 semester grade point average.

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 graduates 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 who 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 of Academic Warning, Academic Probation, or Academic Suspension. The University's Academic Standing Committee (ASC) reviews all students' academic progress toward 4-year degree completion as well as reports of academic integrity violations; it also administers the Academic Good Standing policy. Students who are not showing progress by midpoint of their academic career will be evaluated. Academic status is not sequenced and students may go on any status as determined by the Academic Standing Committee.

Academic Good Standing Students in Academic Good Standing will have a minimum grade point average (GPA) of 2.00 and will be making adequate progress toward graduation, typically by completing 15 hours each semester.

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

- First semester students with GPA between 1.00-1.99; or
- Students with a term GPA between 1.00 -1.99; or
- Students who complete fewer than 12 hours in a regular semester;
- Students who make less than a C- in Ozarks Seminar or intensive-designated course;
- Students who violated the University's standards of academic integrity as outlined in the Student Handbook

A status of Academic Warning is intended to make students aware of their academic progress and bring attention to needed progress toward degree completion.

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

- First semester students with GPA below 1.00; or
- Students who are in their second semester or beyond with GPA below 2.00; or
- Students with term GPA less than 1.00; or
- Students who have greater than 18-hour deficiency based on completing 12 hours each semester; or
- Students who have not completed their intensive designated course (or required pre-requisite) after 2 attempts;
- Students cited for violation of the University's standards of academic integrity as outlined in the Student Handbook

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 12 hours, may not exceed 5 courses, and may be required to participate in additional support services or have other academic requirements for the following semester.

Students may be placed on Academic Probation for multiple terms if they are showing progress toward degree completion. To be continued on Academic Probation students typically should show progress by completing a minimum of 15 hours and earning a term GPA of 2.00.

Academic Suspension. Typically students who are on Probation but do not meet the requirements for continuing on Academic Probation will be suspended. Students may also be suspended for non-completion of intensive-course requirements or violations of academic integrity.

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.

Students who are suspended may apply for readmission after the required one traditional semester absence. 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 may be academically dismissed or expelled from the University when their academic progress is below minimum standards for multiple terms or when they commit egregious academic violations. Students who meet any of the following may be dismissed:

- Student has not met the requirements for good academic standing or probation following a 2nd Academic Suspension; or
- Student has attempted a 2nd semester of Ozarks Seminar with a grade of lower than C-; or
- Student is not making successful completion of their intensive-course requirements within 3 semesters.
- Students who violated the University's standards of academic integrity as outlined in the Student Handbook

Students who are academically dismissed from the University are ineligible for admission in any future term.

Academic Integrity Any student who is reported by a faculty member to the Chief Academic Officer or designee for a violation of academic integrity will be reported to the Registrar, the student's academic advisor, and Dean of Students. The Dean of Students will review the academic integrity violation and determine if University sanctions are needed. The Dean of Students will provide a report to the Academic Good Standing Committee at the end of each semester with outcomes of additional University sanctions. All reports of violations of academic integrity are kept by the Registrar and placed in the student's academic file. Processes for student appeal of Academic Integrity Violations are published in the Student Handbook, <https://ozarks.edu/about/forms-and-policies/student-handbook/university-policies/>.

Academic Advising Upon enrollment, all students will be assigned an 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 or a faculty member appointed by the Office of Academic Affairs. Students formally declare majors or minors with the faculty advisor of their choice by the end of their sophomore year. Each student will meet with their advisor prior to registration to plan or confirm the student's class schedule. 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 their advisor. Forms for Declaration/Change of Major and/or Change of Advisor may be processed by the academic advisor through the faculty advising tools on EagleNet.

Request for Exception to Policy Students who wish to request an exception to University policy or request a substitution to published degree/major/minor requirements must first consult with their academic advisors. Students who wish to request an exception to policy must complete a Request for Course Substitution/ Petition for Exception to Academic Policy located on [EagleNet](#). Once approved by the academic advisor, all requests must be submitted to the Office of Academic Affairs. Once approved by the Chief Academic Officer or designee, all requests will be forwarded to the Registrar. All requests should be made prior to effective enrollment period to ensure that students will meet all University requirements.

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 their 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 semester.
- 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 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 39 upper-level credit hours with a grade of C- or higher.
- 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.

Academic Programs and Requirements

Degrees

Bachelor of Arts Degrees may be earned by students with majors in Art, English, Graphic Design, History, Media Studies, Music, Philosophy, Political Science, Religion, Sociology, or Theatre.

Bachelor of Science Degrees may be earned by students with majors in Accounting, Biology, Business Technology Education, Chemistry, Computer Science, Elementary Education, Environmental Studies, Exercise Science, Finance, Health Promotion,, Management, Marketing, 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. Students must complete the required intensive courses and a minor from each of the three LENS areas. Of the 120 credit hours required for graduation, a minimum of thirty-nine 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 a minimum of twenty-four additional hours of work in residence. Students must complete all requirements for each program. 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. Students must meet all intensive requirements and a minimum of one major and one minor from two of the three LENS areas. 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 Chief Academic Officer or designee.

Graduation Intent Students must complete an Intent to Graduate form at least two semesters prior to expected graduation. Upon receipt of the Intent to Graduate form, the Registrar will complete a degree audit for the student, which includes any outstanding coursework needed to meet graduation requirements. The student is responsible for completing all work listed during their final two semesters.

Commencement Policy Commencement ceremonies are held twice a year, in December and May. Students who complete their degree requirements at the end of the fall term or who are within three hours and will completed all degree requirements during the winter term may participate in the December ceremony. Students who complete their degree requirements during the spring term or who are within six hours and will complete all degree requirements in the summer term may participate in the May ceremony. 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.

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 two minors from two of the three lens areas.

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* credits
- Complete all courses in majors and minors with grades of C- or higher (or P in courses offered only on a P/D/F basis)
- Complete at least 39 credits of 3000 or 4000 level courses with a grade of C- or higher
- In addition to major(s) and minor(s), students must complete Ozarks Seminar** and intensive designated courses in writing, quantitative reasoning and speech communication with a C- or higher within the first two semesters at Ozarks, and LENS Capstone with a C- or higher in their final semester at Ozarks
- Complete 30 credits in residence at Ozarks, defined as credits delivered in catalog courses and taught by appointed members of the Ozarks faculty
- Attain a 2.00 or higher-grade point average on all college-level* work attempted at Ozarks
- Students may not double count more than twelve hours between two majors. Students may not double count more than six hours between a major and a minor or two minors. A maximum of twelve hours of course work can be double counted across all declared major(s) and minor(s).

*College-level courses are non-developmental (DEV) courses. The grades earned in developmental courses 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 coursework must do so in their first semester at Ozarks, and in each subsequent semester until requirements are satisfactorily 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, LENS Capstone, or an intensive-designated course with a grade of C- or higher are required to repeat the course in the following semester.

Intensive Designated Courses Students may fulfill an intensive requirement with a course transferred from another institution provided that the transferred course meets, to the satisfaction of the Chief Academic Officer or designee, the following criteria:

Criteria for Writing Intensive Courses (W)

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

Criteria for Quantitative Intensive Courses (Q)

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

Criteria for Speech Communication Intensive Courses (C)

- 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.
- Students will have the opportunity to revise and present again at least one of those presentations.
- Students will receive instruction and informative evaluation on delivery style, audience skills, and platform persona.

Majors & Minors by Lens Area

HUMANITIES & FINE ARTS (LENS ONE)	SOCIAL SCIENCES & SOCIAL APPLICATIONS (LENS TWO)	NATURAL SCIENCES & MATHEMATICS (LENS THREE)
MAJORS	MAJORS	MAJORS
Art	Accounting	Biology
English	Business Technology Education	Chemistry
Graphic Design	Elementary Education***	Computer Science
History	Environmental Studies#	Environmental Studies#
Music	Finance	Exercise Science
Media Studies	Management	Health Promotion
Philosophy	Marketing	Mathematics
Religion	Physical Education**	Psychology
Theatre	Political Science	
	Sociology	
MINORS	MINORS	MINORS
American Studies	Athletic Coaching	Biology
Art	Criminal Justice	Chemistry
English	Education	Environmental Studies#
History	Environmental Studies#	Exercise Science
Interfaith Studies	Entrepreneurship	Health Promotion
Media Studies	Marketing	Information Science
Music	Physical Education	Mathematics
Photography	Political Science	Psychology
Philosophy	Sociology	
Religion		
Spanish		
Theatre		

**Students majoring Physical Education are exempt from a minor in Natural Science & Mathematics due to the curricular requirements of the major. Students required to complete all three LENS areas must complete a program in Humanities & Fine Arts.

***Students majoring in Elementary Education are exempted from formal minor requirements outside the area of the major due to the multidisciplinary state mandates for licensure.

#Students have options to complete the Environmental Studies major or minor in either Lens Two or Lens Three. Students majoring or minoring in Environmental Studies must declare the lens option they are pursuing, and they may not complete an Environmental Studies major or minor in the other lens.

Majors and Minors in Humanities & Fine Arts

American Studies

The American Studies minor involves the study of humanity in the United States from historical and cultural perspectives. American Studies minors gain understanding of important historical and cultural developments within the United States while also engaging in the methodologies of different academic disciplines.

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

One three-hour ENG course in American Literature

One three-hour HIS course in American history

Twelve hours of electives from the list below

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

12 of the 18 hours for the minor must be taken in programs that are housed within the Humanities and Fine Arts Lens (Lens One)

Courses that fulfill the American Studies minor elective requirements include the following:

COM 3043	Media Law & Ethics	(every spring)
ENG 2013	Themes in Literature (provided theme is suitable)	(every semester)
ENG 2133	Literature in the Environment	(every spring)
ENG 2143/4023	Great Authors (provided the topic is an American author)	
ENG 2403/3403	Topics in American Literature	
ENG 3203	Literature of Early America	
ENG 3213	American Romanticism	
ENG 3223	American Realism	
ENG 3233	Modern American Literature	
ENG 3243	Contemporary Literature (provided theme is suitable)	
ENG 4043	The American Novel	
HIS 1123	United States History I	(every fall)
HIS 1133	United States History II	(every spring)
HIS 3153	Colonial and Revolutionary America	

HIS	3163	Civil War and Reconstruction	
HIS	3173	American Regional History	
HIS	3183	Modern United States History	
HIS	1003/3003	Arkansas History	(every semester)
MUS	1053/3053	Studies in Music (provided theme is suitable)	
PLS	1013	American National Government	(every semester)
PLS	2053	Public Policy Analysis	(odd 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	4083	American Political Thought	(odd fall)
REL	1103	Bible in American Culture	
REL	4103	Religion in America	
CRJ	1003	Introduction to Criminal Justice	(odd spring)
SOC	3073	Race, Class, & Gender	(odd 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 I	(every semester)
ART	2073	Sculpture I	(every 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	(odd fall)
ART	2093	Watercolor	(even fall)

One of the following:

ART	2203	Printmaking	(even fall)
ART	2303	Graphic Design	(odd spring)

One of the following:

ART	2113	Art History I	(odd fall)
HIS	3273	History of Western Art I	(every fall)

One of the following:

ART	2123	Art History II	(even spring)
HIS	3283	History of Western Art II	(every spring)

Nine 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.

SECONDARY EDUCATION LICENSURE REQUIREMENTS: Students may seek teacher licensure (K-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 [Secondary Education 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)

Six hours from the following:

ART	2113	Art History I or HIS 3273 History of Western Art I	(odd fall)/(every fall)
ART	2123	Art History II or HIS 3283 History of Western Art II	(even spring)/(every spring)
ART	4093	History of Modern and Contemporary Art	(even fall)

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 spring)
ENG 3093	Literary Theory	(every fall)
ENG 4901	Senior Thesis I	(every semester)
ENG 4902	Senior Thesis II	(every semester)
Twenty-seven hours literature electives		(every semester)
21 hours must be upper level		
6 hours must be British literature		

SECONDARY EDUCATION LICENSURE REQUIREMENTS: Students may seek teacher licensure (7-12) by fulfilling the requirements for a Bachelor 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 [Secondary Education Licensure](#).

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

ENG 1123	Introduction to Literary Study	(every spring)
ENG 3093	Literary Theory	(every fall)
Twelve hours literature electives		
9 hours must be upper level		
3 hours must be British literature		

Graphic Design

The major in Graphic Design prepares students with a solid foundation to be visual makers and communicators in this global and rapidly changing industry. Students will receive hands-on instruction in a variety of courses that focus on digital technical skills for printed and digital applications. The curriculum will focus on developing critical thinking, design methodology and concepts, and creative problem solving for a career in design and related fields.

MAJOR A major in Graphic Design consists of 46 hours to include the following:

ART 1013	Design	(every fall)
ART 2013	Drawing I	(every spring)
ART 2043	Photography I	(every semester)
ART 2303	Graphic Design I	(every semester)
ART 2323	Typography	(every fall)
ART 3303	Graphic Design II	(every semester)
ART 3323	History of Graphic Design	(odd spring)
ART 3343	Web Design	(even spring)
ART 3363	Animation	(even fall)
ART 4303	Brand and Package Design	(odd fall)
ART 4323	Graphic Design Portfolio	(every spring)
ART 4601	Senior Exhibit	(every semester)
Six hours from the following:		
ART 2113	Art History I or HIS 3273 History of Western Art I	(odd fall)/(every fall)
ART 2123	Art History II or HIS 3283 History of Western Art II	(even spring)/(every spring)
ART 4093	History of Modern and Contemporary Art	(even fall)

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 recognize, 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 1023	World Civilization I	(every fall)
HIS 1033	World Civilization II	(every spring)
HIS 1123	United States History I	(every fall)
HIS 1133	United States History II	(every spring)
HIS 2103	History Workshop	(every fall)
HIS 4013	Historiography	(every spring)

3 hours of upper-level US History electives	(every semester)
3 hours of upper-level European History electives	(every semester)
3 hours of upper-level non-western History electives	(every fall)
9 hours of an additional upper-level History elective	(every semester)

SECONDARY EDUCATION LICENSURE REQUIREMENTS: Students may seek teacher licensure in social studies (7-12) by fulfilling the requirements for a Bachelor of Arts in History and completing the required education courses for Secondary Licensure. For the professional education requirements leading to secondary-level teacher licensure, see [Secondary Education Licensure](#).

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

HIS 2103	History Workshop	(every fall)
HIS 4013	Historiography	(every spring)
One of the following World Civilization courses:		
HIS 1023	World Civilization I	(every fall)
HIS 1033	World Civilization II	(every spring)
One of the following U.S. History survey courses:		
HIS 1123	United States History I	(every fall)
HIS 1133	United States History II	(every spring)
Six hours from the following:		
	Upper-level European History elective	(every semester)
	Upper-level US History elective	(every semester)
	Upper-level nonwestern History elective	(every fall)

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:

PHL 1113	Ethics, Religions, Cultures	(even fall)
REL 2073	Asian Philosophies and Religions	(every spring)
REL 2083	Judaism, Christianity and Islam	(every fall)
REL 3043	Perspectives on Religious Pluralism	(even spring)
Three hours from the following:		
REL 3401	Practicum in Interfaith Leadership	(every semester)
REL 3402	Practicum in Interfaith Leadership	(every semester)
REL 3403	Practicum in Interfaith Leadership	(every semester)
Three hours of electives in History, Political Science, or Sociology		

Media Studies

The Media Studies program combines theory and practical application to help students become effective speakers, articulate leaders, and eloquent storytellers. Students create media messages using industry-driven techniques and standards and practice critically analyzing the media environment we exist in as human beings and citizens.

MAJOR A major in Media Studies consists of 41 hours to include the following:

COM 1023	Introduction to Mass Communication	(every spring)
COM 1024	Media Production I	(every fall)
COM 1043	Communication Skills for Professionals	(every fall)
COM 2023	Communication & Leadership	(every fall)
COM 2063	Media Writing	(every spring)
COM 2084	Media Production II	(every spring)
COM 3043	Media Law & Ethics	(every spring)
COM 3303	Radio & Podcast Production	(odd fall)
COM 4023	Student Producers	(every spring)
COM 4083	Advanced Media Production Seminar	(even fall)
COM 4203	Platform and Portfolio Development (Capstone)	(every spring)
Six hours from the following:		
COM 2093	Art of Watching Film	(odd fall)
COM 3203	The Documentary	(even fall)
COM 3881-4883	Communication Internship	(as needed)
COM 4003	Communication Seminar	(every spring)

MINOR A minor in Media Studies consists of 19-20 hours to include the following:

COM 1024	Media Production I	(every fall)
COM 1023	Intro to Mass Communication	(every spring)
COM 3043	Media Law & Ethics	(every spring)
Nine hours from the following(6 must be upper level):		
COM 1043	Communication Skills for Professionals	(every fall)
COM 2023	Communication & Leadership	(every fall)

COM 2063	Media Writing	(every spring)
COM 2084	Media Production II	(every spring)
COM 2093	Art of Watching Film	(odd fall)
COM 3203	The Documentary	(even fall)
COM 3303	Radio & Podcast Production	(odd fall)
COM 4023	Student Producers	(every spring)
COM 4083	Advanced Media Production Seminar	(even fall)

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 41-43 hours to include the following:

MUS 1234	Music Theory & Aural Skills I	(every fall)
MUS 1244	Music Theory & Aural Skills II	(every spring)
MUS 2013	Music History I: Western	(odd fall)
MUS 2023	Music History II: Popular	(even fall)
MUS 2143	Global Music	(even fall)
MUS 3011	Music Technology	(odd spring)
One of the following:		
MUS 4102	Senior Recital	(every semester)
MUS 4122	Internship	(every semester)
Four – Six hours of Music electives (3 hours must be upper level)		(every semester)
Eight hours of Ensembles** chosen from		
MUS 2501/3501	University Choir	(every semester)
MUS 2001/3001	Popular Music Ensemble	(every semester)
Nine 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		

SECONDARY EDUCATION LICENSURE REQUIREMENTS: Students may seek teacher licensure in music (K-12) by fulfilling the requirements for a Bachelor of Arts in Music and completing the required education courses for Secondary Licensure. For the professional education requirements leading to secondary-level teacher licensure, see [Secondary Education Licensure](#).

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

MUS 1234	Music Theory & Aural Skills I	(every fall)
One of the following:		
MUS 1003	Music Appreciation	(odd spring)
MUS 2143	Global Music	(even fall)
MUS 2013	Music History I: Western	(odd fall)
MUS 2023	Music History II: Popular	(even fall)
Six hours of Music electives (3 hours upper-level)		
Four hours of Applied Lessons or ensembles		

Philosophy

The mission of the Philosophy Major is to prepare students for advanced courageous and critical reasoning, and to apply this in their professions, by educating them in asking fundamental questions about the human condition, in understanding and assessing competing responses to those questions, in critical interpretive and thinking skills, and in literacy concerning values and virtues. The academic study of philosophy is fundamentally initiation into thinking carefully, courageously, and freely about anything whatsoever. Genuine philosophy is essentially dialectical, where multiple points of view are considered, their assumptions examined, and their implications explored through dialogue. The course of study in the Philosophy Major is based on the recognition that all human beings quest for fulfillment and search for meaning, both of which we use to order our lives and interpret our experience. What makes the Philosophy Major a perfect supplement for professional and scientific careers such as in entrepreneurial, political, and legal worlds is that it guides students to question assumptions made in business, chemistry, political, and legal settings about making “progress” within them. Education in philosophy helps students to ask and answer our deepest questions about truth, goodness, reality, identity, freedom, beauty, society, and more.

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

One of the following

PHL 1003	Critical Thinking and Logic	(odd fall)
PHL 1113	Ethics, Religions, and Cultures	(even fall)
PHL 4902	Senior Seminar in Philosophy	(every semester)
PHL 4901	Senior Seminar in Philosophy	(every semester)

Twelve hours from the following intermediate level courses:

PHL 2013	Philosophical Questions	(odd fall)
PHL 2033	Moral Philosophy	(odd spring)
PHL 2093	Philosophy of Language	(even spring)
PHL 2113	Phenomenology and Existentialism	(even spring)
PHL 2123	Critique of Racism	(even fall)
PHL 2133	Metaphysics and Epistemology	(odd spring)
REL 2073	Asian Philosophies and Religions	(odd spring)
REL 2083	Christianity, Judaism, and Islam	(every fall)

Nine hours of upper level Philosophy (PHL) courses

Six hours of upper level course from list below

PHL courses not used to meet above requirements		
COM 3043	Media Law and Ethics	(every spring)
ENG 3093	Literary Theory	(every fall)
HSC 4123	Health Policy	(even spring)
PLS 3013	Comparative Political Regimes and Thought	(even spring)
PLS 4003	International Law and Organizations	(odd spring)
REL 3033	Philosophy of Religions	(odd fall)
REL 3043	Perspectives on Religious Pluralism	(even spring)
SOC 3073	Race, Class, and Gender	(odd spring)

MINOR A minor in Philosophy consists of 15 hours:

Six hours of upper level Philosophy (PHL) courses

Three hours of upper level courses from list below

PHL upper level courses not used to meet above requirements		
COM 3043	Media Law and Ethics	(every spring)
ENG 3093	Literary Theory	(every fall)
HSC 4123	Health Policy	(even spring)
PLS 3013	Comparative Political Regimes and Thought	(even spring)
PLS 4003	International Law and Organizations	(odd spring)
REL 3033	Philosophy of Religions	(odd fall)
REL 3043	Perspectives on Religious Pluralism	(even spring)
SOC 3073	Race, Class, and Gender	(odd spring)

Six hours from list below

PHL courses not used to meet above requirements		
REL 2073	Asian Philosophies and Religions	(odd spring)
REL 2083	Christianity, Judaism, and Islam	(every fall)
COM 3043	Media Law and Ethics	(every spring)
ENG 3093	Literary Theory	(every fall)
HSC 4123	Health Policy	(even spring)
PLS 3013	Comparative Political Regimes and Thought	(even spring)
PLS 4003	International Law and Organizations	(odd spring)
REL 3033	Philosophy of Religions	(odd fall)
REL 3043	Perspectives on Religious Pluralism	(even spring)
SOC 3073	Race, Class, and Gender	(odd spring)

Photography

A Photography minor consists of 18 hours and provides students with a working technical and conceptual grasp of photography as an expressive and communicative medium. Students will gain technical skills of camera operation, studio practice, and digital editing while also emphasizing visual literacy, critical thinking, and ethical concerns of image making through practice, discussion, and critiques. Courses in this minor will enhance students' opportunities for careers within the arts such fine art, commercial photography, advertising, marketing, communications, theater, and graphic design, and are also applicable to other discipline areas such as biology, health sciences, business and more.

MINOR A minor in Photography consists of 18 hours including the following:

ART 2043	Photography I	(every semester)
ART 3043	Photography II	(every semester)
ART 2443	Photo Editing Techniques	(every spring)
ART 3443	Photography Seminar	(every spring)
ART 4093	History of Modern & Contemporary Art	(even fall)

Three hours from the following:

ART 3443	Photography Seminar (provided topic is different)	(every spring)
ART 4043	Topics in Photography	(every fall)

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:

PHL 1113	Ethics, Religions, Cultures	(even fall)
REL 2073	Asian Philosophies and Religions	(odd spring)
REL 2083	Judaism, Christianity and Islam	(every fall)
REL 3003	Biblical Interpretation: Hebrew Bible	(even spring)
REL 3013	Biblical Interpretation: New Testament	(odd spring)
REL 3053	Approaches to the Study of Religion	(odd fall)
REL 4902	Senior Seminar in Religion	(every semester)
REL 4901	Senior Seminar in Religion	(every semester)
Fifteen hours of Religion electives (9 must be upper level)		(every semester)

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

Three hours from the following:

REL 2073	Asian Philosophies and Religions	(every spring)
REL 2083	Judaism, Christianity and Islam	(every fall)

Three hours from following:

REL 3003	Biblical Interpretation: Hebrew Bible	(even spring)
REL 3013	Biblical Interpretation: New Testament	(odd spring)

Twelve hours of Religion electives (6 must be upper level)

(every semester)

Spanish

Through a comprehensive study of Spanish language, culture and literature, students choosing to minor in Spanish will acquire linguistic skills and invaluable knowledge of Hispanic culture. 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.

MINOR A minor in Spanish consists of 15-25 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)
Three hours from the following		
SPN 3033	Advanced Conversation: Hispanic Film	(odd fall)
SPN 3103	Readings in Spanish	(even fall)

*All students seeking exemption from elementary intensive requirements must take a placement exam designed by the Spanish faculty to determine level of Spanish-language proficiency. The exam is administered in Student Success Center and must be taken prior to a student being placed at their appropriate level. Depending on exam scores, students could be exempt from both SPN 1105 and SPN 1205, SPN 1105 only, or neither course.

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.

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.

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

THR 1013	Introduction to Theatre	(every fall)
THR 1023	Stagecraft	(every spring)
THR 1111-4113	Production Practicum (minimum of four hours)	(every semester)
THR 2013	Fundamentals of Acting	(every fall)
THR 3433	Professional Preparation	(even fall)
THR 3013	Theatre History I	(odd spring)
THR 3023	Theatre History II	(even spring)
THR 3123	Directing	(odd fall)

Six hours from the following:

THR 3133	Costume Design and Technology	(even fall)
THR 3143	Lighting Design and Technology	(odd fall)
THR 3153	Scene Design and Technology	(even fall)
THR 3203	Stage Management	
THR 3213	Stage Makeup	

Three hours from the following:

THR 3043	Voice and Movement	(even spring)
THR 3093	Topics in Theatre	(every spring)
THR 4013	Advanced Acting	(odd spring)

Nine hours of electives from the following:

THR courses not used for above requirements		
ART 2013	Drawing I	(every spring)
ART 2113	Art History I	(odd fall)
ART 2123	Art History II	(even spring)
ART 2053	Painting I	(odd fall)
ART 2093	Watercolor	(even fall)
MUS 3201/2	Applied Voice Upper Level (3hrs)	(every semester)
MUS 3301/2	Applied Piano Upper Level (3hrs)	(every semester)
MUS 2143	Global Music	(even fall)
MUS 3003	Movie Music	
MUS 3013	Themes in Film Music	(odd spring)
COM 2093	The Art of Watching Film	(every spring)

MINOR A minor in Theatre consists of 21 hours to include the following:

THR 1013	Introduction to Theatre	(every fall)
THR 1023	Stagecraft	(every spring)
THR 1111-4113	Production Practicum (3 hours)	(every semester)
THR 2013	Fundamentals of Acting	(every fall)
Nine upper level elective hours in Theatre (excluding Practicum)		(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:

ACC 1003	Principles of Financial Analysis	(every semester)
ACC 3103	Intermediate Accounting I	(every spring)
ACC 3113	Governmental Accounting	(even fall)
ACC 3133	Fundamentals of Federal Income Tax	(odd spring)
ACC 3203	Intermediate Accounting II	(every fall)
ACC 3223	Intermediate Accounting III	(every spring)
ACC 3213	Cost Accounting	(every fall)
ACC 4013	Accounting Information Systems	(even spring)
ACC 4103	Advanced Accounting	(every fall)
ACC 4123	Auditing	(every spring)
ACC 4133	Accounting Topics	(odd fall)
BSA 2003	Business Communications	(every semester)
BSA 3013	Business Law	(every fall)
ECN 1003	Introduction to Economics	(every semester)
FIN 4003	Business Finance	(every semester)
MGT 1003	Survey of Management	(every semester)

MKT	1013	Marketing Concepts	(every semester)
MTH	1053	Introduction to Statistics	(every semester)
Twelve hours upper-level business electives (BSA, ECN, FIN, MGT, MKT)			

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 is 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	Fundamentals of Human Anatomy	(every semester)
PHE	3013	Theories of Coaching Athletics	(every fall)
PHE	3053	Child Growth and Motor Development	(every spring)
PHE	3073	Care and Prevention of Athletic Injuries	(every spring)
PHE	4023	Organization & Administration of Health, Physical Education	(every spring)

Business Technology Education

The Business Technology Education major is designed to meet Arkansas State licensure requirements for secondary business technology teachers. This licensure program requires students to complete the courses listed below as well as state licensure requirements, take the licensure exams, and fulfill other program requirements. Additional information is included the Pat Walker Teacher Education Program Student Handbook.

MAJOR A major in Business Technology Education consists of 78 hours to include the following:

ACC	1003	Principles of Financial Analysis	(every semester)
ACC	2023	Accounting for Managers	(every semester)
BSA	2003	Business Communication	(every semester)
BSA	3013	Business Law	(every fall)
COM	1043	Communication Skills for Professionals	(every fall)
ECN	1003	Introduction to Economics	(every semester)
EDU	1113	Theories of Human Learning	(every semester)
EDU	2013	Introduction to Educational Assessment	(every spring)
EDU	3053	Principles of Learning and Teaching	(every spring)
EDU	3333	Behavior Management in the Classroom	(every spring)
EDU	3283	Education & Institutional Technology	(every semester)
EDU	3263	Teaching Methods for STEAM	(every spring)
EDU	4023	Methods of Teaching Business	(every semester)
EDU	4053	Disciplinary Reading and Writing	(every fall)
EDU	4093	Research Methods in Education	(every semester)
EDU	4306	Residency I	(every semester)
EDU	4312	Residency II	(every semester)
MGT	1003	Survey of Management	(every semester)
MKT	1013	Marketing Concepts	(every semester)
MKT	3223	Decision Making with Information Technology	(every fall)
MTH	1053	Introduction to Statistics	(every semester)
SPE	2013	Families and Students in a Diverse Society	(every semester)

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 Criminal Justice, 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:

CRJ	1003	Introduction to Criminal Justice	(every semester)
CRJ	2063	Criminal Law I	(odd fall)
CRJ	2073	Criminal Law II	(every spring)
PSY	3153	Psychology and the Law	(odd spring)
SOC	1013	Introduction to Sociology	(every fall)
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 Elementary and Secondary Education (DESE). 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

Grades K-6 (Bachelor of Science)

K-12 LICENSURE:

Art (Bachelor of Arts)

Physical Education (Bachelor of Science)

Music (Bachelor of Arts)

SECONDARY LICENSURE*:

Biology (Bachelor of Science) (7-12)

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

History (Bachelor of Arts) (7-12)

English (Bachelor of Arts) (7-12)

Mathematics (Bachelor of Science) (7-12)

ENDORSEMENT AREAS:

Coaching (Athletic Coaching Minor)

NON-LICENSURE PROGRAMS:

Athletic Coaching Minor

Education minor

Elementary Education Major

Physical Education Major

Physical Education Minor

A more detailed description of the Teacher Education program is available in the 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 Teacher Education program 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 Teacher Education Program Students enrolled in Pat Walker Teacher Education program 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 Residency; 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." The Teacher Education Handbook is available online.

Students seeking licensure from the state of Arkansas in Art (K-12), Biology (Life-Earth Science) (7-12), Business (7-12), History (Social Studies) (7-12), English (7-12), Mathematics (7-12), or Music (Vocal) (K-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. *See [Secondary Education](#) for more information on course requirements for licensure.

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 up to two methodology courses in their specific content area of interest.

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

EDU 1113	Theories of Human Learning	(every semester)
EDU 2013	Introduction to Educational Assessment	(every spring)
EDU 3053	Principles of Learning & Teaching	(every spring)
EDU 3333	Behavior Management in the Classroom	(every spring)
SPE 2013	Families and Students in a Diverse Society	(every semester)

Three hours from the list below:

EDU 4053	Disciplinary Reading and Writing	(every fall)
EDU 4093	Research Methods in Education (licensure only)	(every semester)
EDU 4163	Education Capstone (for non-licensure students)	(every semester)
SPE 3233	Planning, Instruction, & Assessment for Students with Disabilities	(every fall)

Elementary Education

The Bachelor of Science in Elementary Education program at Ozarks is for students interested in pursuing an Arkansas teaching license or who are interested in teaching and learning, but do not want a teaching license. Students pursuing licensure will take Internship II & Cultural Perspectives, take the licensure exams, and fulfill other program requirements. The non-licensure students will complete an education project at the end of their program while taking the Education Capstone course. Students in this program will be exempted from formal LENS minor requirements due to the multidisciplinary nature of the major.

MAJOR A major in Elementary Education consists of 79 hours to include the following:

BIO	Lower level course with lab	(every fall)
EDU 1113	Theories of Human Learning	(every semester)
EDU 2013	Introduction to Educational Assessment	(every spring)
EDU 2053	Classroom Techniques and Methods in Art Elementary Level	(every fall)
EDU 2063	Integrated Curriculum I	(every fall)
EDU 2073	Child and Adolescent Literature	(every spring)
EDU 2083	Integrated Curriculum II	(every spring)
EDU 3023	Integrating the Three Dimensions of Science	(every fall)
EDU 3213	Foundations of Reading I	(every fall)
EDU 3243	Foundations of Reading II	(every spring)
EDU 3263	Teaching Methods for STEAM	(every spring)
EDU 3333	Behavior Management in the Classroom	(every spring)
EDU 3423	Social Studies Methods for K-6	(every spring)
EDU 4053	Disciplinary Reading and Writing	(every fall)
EDU 4063	Literacy Assessment and Intervention	(every fall)
EDU 4113	Fine Arts for K-6	(every fall)
HIS 1003/3003	Arkansas History	(every semester)
MTH 1023	Mathematical Literacy or other Quantitative Intensive Course	(every semester)
MTH 2033	Math Curriculum	(every fall)
MTH 2043	Math Pedagogy	(every spring)
PHE 2033	PE and Health K-6	(every fall)
PHS 1023	Earth Science	(every spring)
PLS 1013	American National Government	(every semester)
SPE 2013	Families and Students in a Diverse Society	(every semester)
SPE 3233	Planning, Instruction, & Assessment for Students with Disabilities	(every fall)
One of the following:		
EDU 4093	Research Methods in Education (licensure only)	(every semester)
EDU 4163	Education Capstone (for non-licensure students)	(every semester)

Recommended Electives:

EDU 1013	Introduction to Education	
PSY 1003	General Psychology	(every semester)
SOC 3073	Race, Class and Gender	(odd spring)

Required Courses for State Licensure Students seeking Arkansas State Licensure in Elementary Education must complete the courses below as listed.

Internship Sequence-Required for Elementary Education Licensure Students

EDU 4306	Residency I	(every semester)
EDU 4312	Residency II	(every semester)
EDU 4093	Research Methods in Education	(every Semester)

In addition, students must take and pass the following assessments:

Praxis K-6 Elementary Content Exam
Praxis Principles of Learning and Teaching Exam
Pearson Reading Exam

Other program requirements must be completed by Elementary Education students seeking licensure. These requirements are outlined in the Pat Walker Teacher Education Program Student Handbook.

Entrepreneurship

The Entrepreneurship minor provides students an opportunity to develop an understanding of the scope of entrepreneurship. Students are exposed to the basic business concepts of accounting, economics, money, banking, management, and marketing. The minor provides a beginning point for students interested in self-employment.

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

ACC 1003	Principles of Financial Analysis	(every semester)
ECN 1003	Introduction to Economics	(every semester)
ECN 3303	Money and Banking	(every spring)
MGT 1003	Survey of Management	(every semester)
MKT 1013	Marketing Concepts	(every semester)
BSA 4033	Entrepreneurship Capstone	(every fall)

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 impact 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.

Students have options to complete the Environmental Studies major or minor in either Lens Two (Social Sciences & Social Applications) or Lens Three (Natural Science & Mathematics). Students majoring or minoring in Environmental Studies must declare with their advisor and the Registrar the lens option they are pursuing, and they may not complete an Environmental Studies major or minor in the other lens.

See [Environmental Studies](#) under **Natural Science & Mathematics** for the curricular requirements of the major and minor.

Finance

The Bachelor of Science in Finance prepares students for careers in financial services. With exposure to the foundations of accounting and economics, students apply the theoretical frameworks to engage in financial analysis and decision-making through financial planning and budgeting, investing, and problem-solving. Special topic courses engage the dynamic changes in current and developing issues.

MAJOR A major in Finance consists of 39 hours to include the following:

ACC	1003	Principles of Financial Analysis	(every semester)
ACC	2023	Accounting for Managers	(every semester)
BSA	2003	Business Communications	(every semester)
BSA	3013	Business Law	(every fall)
ECN	1003	Introduction to Economics	(every semester)
ECN	3303	Money and Banking	(every spring)
FIN	2003	Introduction to Investments	(every semester)
FIN	4003	Business Finance	(every semester)
FIN	4013	Risk Management	(every fall)
FIN	4113	Public Finance	(every fall)
FIN	4123	Portfolio Management	(every spring)
MTH	1053	Introduction to Statistics	(every semester)

One of the following:

FIN	4023	Finance Topics	(every spring)
BSA	3881-4883	Business Internship	(every semester)
BSA	3781-4784	Special Studies	(every semester)

Management

The Bachelor of Science in Management prepares students for a wide range of opportunities in the business world. With exposure to a holistic view of the business environment (Accounting, Economics, Finance, Management, and Marketing), students apply theoretical foundations in all facets of business to ultimately engage in applied business practices relevant to the overall dynamic strategic management of the firm. By studying relevant current issues, students develop the ability to navigate and adapt to change as part of life-long learning. Special topic courses engage the dynamic changes in current and developing issues. This program of study is intended to prepare students for an entry-level position within the firm. The program is also the foundation for the prerequisites for many Master of Business Administration programs.

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

ACC	1003	Principles of Financial Analysis	(every semester)
ACC	2023	Accounting for Managers	(every semester)
BSA	2003	Business Communication	(every semester)
BSA	3013	Business Law	(every fall)
FIN	4003	Business Finance	(every semester)
ECN	1003	Introduction to Economics	(every semester)
MKT	1013	Marketing Concepts	(every semester)
MGT	1003	Survey of Management	(every semester)
MGT	3103	Human Resource Management	(every spring)
MGT	3203	Organizational Behavior	(every fall)
MGT	3303	Operations Management	(every fall)
MGT	4113	Management Strategy	(every spring)
MTH	1053	Introduction to Statistics	(every semester)

One of the following:

MGT	4133	Management Topics	(every spring)
BSA	3881-4883	Business Internship	(every semester)
BSA	3781-4784	Special Studies	(every semester)

Marketing

The Bachelor of Science in Marketing prepares the student in foundational business concepts and current and relevant marketing topics that address the global and digital marketplace. Students apply theoretical frameworks to develop a holistic marketing strategy with an explicit focus upon the four P's (product, price, place, and promotion). Majors develop a marketing plan, use digital analytical tools, and create marketing strategies relevant to the dynamic changes taking place within the business environment. Special topics courses add depth to the changing landscape.

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

ACC	1003	Principles of Financial Analysis	(every semester)
BSA	2003	Business Communication	(every semester)
BSA	3013	Business Law	(every fall)
ECN	1003	Introduction to Economics	(every semester)
MKT	1013	Marketing Concepts	(every semester)
MKT	2013	Digital Marketing	(every spring)
MKT	2103	Consumer Behavior	(every fall)
MKT	3213	Marketing Research	(every spring)
MKT	3223	Decision Making with Information Technology	(every fall)
MKT	4113	Integrated Marketing Communications	(every fall)
MKT	4213	Global Marketing	(every spring)
MKT	4233	Strategic Marketing	(every spring)
MTH	1053	Introduction to Statistics	(every semester)

One of the following:

MKT	4023	Marketing Topics	(every fall)
BSA	3881-4883	Business Internship	(every semester)
BSA	3781-4784	Special Studies	(every semester)

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

MKT	1013	Marketing Concepts	(every semester)
MKT	2013	Digital Marketing	(every spring)
MKT	2103	Consumer Behavior	(every fall)
MKT	4113	Integrated Marketing Communications	(every fall)
MKT	4213	Global Marketing	(every spring)
MKT	4023	Marketing Topics	(every fall)

Physical Education

The Bachelor of Science in Physical Education program at Ozarks is for students interested in pursuing an Arkansas teaching license or who are interested in teaching and learning, but do not want a teaching license. Students pursuing licensure will take the required courses listed under state licensure section, take the licensure exams, and fulfill other program requirements. The non-licensure students will complete an education project at the end of their program while taking the Education Capstone course. Students majoring in this program will be exempted from the Natural Science & Mathematics minor requirement due to the multidisciplinary state mandates for licensure. Students majoring in Physical Education will complete a minor in Humanities & Fine Arts. Transfer students transferring greater than 45 semester hours will meet the LENS requirement with the Physical Education major only.

MAJOR A major in Physical Education consists of 72-75 hours to include the following:

EDU	1113	Theories of Human Learning	(every semester)
EDU	2013	Introduction to Educational Assessment	(every spring)
EDU	3053	Principles of Learning & Teaching	(every spring)
EDU	3333	Behavior Management in the Classroom	(every spring)
EDU	3423	Social Studies Methods for K-6	(every spring)
EXS	1003	Physical Activity and Health	(every semester)
HSC	2014	Fundamentals of Human Anatomy	(every semester)
HSC	2024	Fundamentals of Human Physiology	(every spring)
HSC	2103	Nutrition	(every semester)
EXS	3123	Biomechanics	(every spring)
MTH	1104	Pre-calculus	(every semester)
PHE	1013	Introduction to Physical Education	(every fall)
PHE	1123	First Aid or Equivalent	
PHE	2033	Physical Education and Health for K-6	(every fall)
PHE	3053	Child Growth and Motor Development	(every spring)
PHE	3063	Health Education	(every spring)
PHE	3043	Methods of Teaching Physical Edu & Health in Sec Schools	(every spring)
PHE	3223	Measurement and Evaluation	(every fall)
PLS	1013	American National Government	(every semester)
SPE	2013	Families and Students in a Diverse Society	(every semester)
SPE	3233	Planning, Instruction & Assessment for Students with Disabilities	(every fall)

One of the following:

EDU	4163	Education Capstone non teacher licensure	(every semester)
EDU	4093	Research Methods in Education – teacher licensure	(every semester)

Three hours from the list below:

EDU 4053	Disciplinary Reading and Writing	(every fall)
EDU 4093	Research Methods in Education	(every semester)

Three hours from the list below:

SOC 1013	Introduction to Sociology	(every fall)
SOC 2013	Social Problems	(even spring)

Required Courses for State Licensure Students seeking Arkansas State Licensure in Physical Education Health K-12 must complete the classes listed below. (27 hours) In addition, students must take and pass all required assessments.

SPE 3233	Planning, Instruction, & Assessment for Student w Disabilities	(every fall)
EDU 4053	Disciplinary Reading and Writing	(every fall)
EDU 4093	Research Methods in Education	(every semester)
EDU 4306	Residency I	(every semester)
EDU 4312	Residency II	(every semester)

MINOR A Minor in Physical Education consists of 16 hours:

HSC 2014	Fundamentals of Anatomy	(every fall)
PHE 3063	Health Education	(every spring)
PHE 2033	Physical Education and Health for K-6	(every fall)
PHE 3043	Methods of Teaching Physical Edu. & Health in Sec. Schools	(every spring)
PHE 3223	Measurement and Evaluation	(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 is 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.

Political Science

Thinking about politics is valuable to a well-informed citizenry. In learning and understanding how various political actors and institutions function and interact, we gain a greater respect for how we as a connected society can work together for meaningful change. Political Science students at the University of the Ozarks will learn to understand and value different perspectives, both domestically and internationally. In doing so, students will grow intellectually, socially, and spiritually with respect to human dignity and social change. 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 36 hours to include the following:

PLS 1013	American National Government	(every semester)
PLS 1033	International Relations	(every semester)
PLS 3013	Comparative Politics	(even fall)
PLS 3113	Research Methods in Political Science	(every fall)
PLS 4443	Senior Seminar in Political Science	(every spring)

One of the following American politics electives:

PLS 2083	Voting Behavior and Elections	(even fall)
PLS 3413	State and Local Politics	(every spring)
PLS 3183	American Constitutional Law	(every spring)
PLS 3233	The American Presidency	(odd fall)
PLS 3243	Congress and the Legislative Process	(even spring)

One of the following political thought electives:

PLS 3083	Modern Political Thought	(odd spring)
PLS 3103	Contemporary Political Thought	(even spring)
PHL 3113	Political and Legal Philosophy	(every fall)
PLS 4083	American Political Thought	(odd fall)
PLS 4093	Just War	(even fall)

One of the following international relations/comparative politics electives:

PLS 3443	Politics and Economies of the Developing World	(even spring)
PLS 3423	Politics of Latin America and the Caribbean	(odd spring)
PLS 3273	European Politics	(even fall)
PLS 4003	International Law and Organization	(odd spring)
PLS 4043	U.S. Foreign Policy and National Security	(odd fall)

Nine hours of electives from the list below (6 hours must be upper-level):

PLS courses not used for above requirements		
HIS 1023	World Civilization I	(every fall)
HIS 1033	World Civilization II	(every spring)
HIS 1123	U.S. History I	(every fall)
HIS 1133	U.S. History II	(every spring)
HIS 3153	Colonial and Revolutionary America	(as needed)
HIS 3163	Civil War and Reconstruction	(as needed)

HIS 3173	American Regional History	(as needed)
HIS 3183	Modern United States History	(as needed)
HIS 3433	Revolutionary European History	(as needed)
HIS 3323	Nonwestern History	(as needed)
PHL 3113	Political and Legal Philosophy	(every fall)
PLS 2003	Introduction to International Political Economy	(odd fall)
PLS 2053	Public Policy Analysis	(odd spring)
PLS 2103	Introduction to Strategic Studies	(even fall)

MINOR A minor in Political Science consists of 18 hours, to include the following:

PLS 1013	American National Government	(every semester)
PLS 1033	International Relations	(every semester)
PLS 3013	Comparative Politics	(every spring)

Nine hours of upper-level PLS electives (6 hours upper level)

Secondary Education Licensure

Students majoring in Art, Biology, English, History, Mathematics, or Music may earn Arkansas State Secondary Licensure by completing a minor in Education, the Internship Sequence, and disciplinary methods classes listed below. In addition, students must take and pass all required assessment exams.

Internship Sequence (required for all licensure students)

EDU 4053	Disciplinary Reading and Writing	(every fall)
EDU 4093	Research Methods in Education	(every semester)
EDU 4306	Residency I	(every semester)
EDU 4312	Residency II	(every semester)

Art Education Licensure K-12

EDU 2053	Classroom Techniques and Methods in Art Elementary Level	(every fall)
EDU 3253	Classroom Techniques and Methods in Art Secondary Level	(every spring)

Biology (Life Sciences) Education Licensure 7-12

EDU 3153	Learning to Teach Science to Diverse Learners	(every fall)
EDU 4083	Reflection and Inquiry in Teaching Science	(every spring)

History (Social Studies) Education Licensure 7-12

EDU 3353	Social Studies Methods 7-12	(every semester)
PLS 1013	American National Government	(every semester)
PLS 1033	International Relations	(every semester)
ECN 1003	Introduction Economics	(every semester)
SOC 1013	Introduction to Sociology	(every fall)
PSY 1003	General Psychology	(every semester)
3 hours of Geography		(as needed)

English Education Licensure 7-12

EDU 4033	Methods of Teaching English in the Secondary Schools	(every fall)
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Mathematics Education Licensure 7-12

MTH 1104	Pre-Calculus	(every spring)
MTH 2043	Math Pedagogy	(every spring)

Music (Vocal) Education Licensure K-12

EDU 3363	Music Methods K-12	(every semester)
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Highly Recommended Courses for State Licensure

SPE 3233	Planning, Instruction, & Assessment for Students with Disabilities	(every fall)
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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 hours to include the following:

SOC 1013	Introduction to Sociology	(every fall)
SOC 2023	Social Research Methods	(every spring)
SOC 3073	Race, Class, and Gender	(odd spring)
SOC 4023	Social Theory	(even fall)
SOC 4443	Senior Seminar in Sociology	(every semester)

One of the following:

MTH 1053	Introduction to Statistics	(every semester)
PSY 2003	Research Design & Analysis I	(every fall)

Fifteen hours from the following:

ENS 1013	Introduction to Environmental Studies	(even fall)
ENS 3053	Environmentalism	(odd spring)
PHL 3123	Environmental Ethics	(odd fall)
PSY 3043	Social Psychology	(every fall)
CRJ 1003	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)

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)

Nine hours of electives chosen from Sociology options

Majors and Minors in Natural Sciences & Mathematics

Biology

The Bachelor of Science 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. 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 and Biology Symposium for student research projects, internships and study abroad experiences; and to explore career options. The Biology faculty are also excited to mentor students individually in their biology experiences.

MAJOR A major in Biology consists of 44-46 hours to include the following:

BIO 1124	Ecology and Evolution	(every fall)
BIO 1234	Biological Molecules and Cells	(every fall)
BIO 2044	Plant and Animal Diversity	(every spring)
BIO 2054	General Genetics	(every spring)
BIO 4002	Biology Capstone	(every semester)
BIO 4401	Biology Symposium	(every semester)
CHM 1014	General Chemistry I	(every fall)

Seven - Eight hours from the following:

BIO 3444	Human Physiology	(every fall)
BIO 3254	Field Ecology and Conservation Technologies	(every fall)
BIO 3354	Cellular and Molecular Biology	(every fall)
BIO 3543	Animal Behavior	(every spring)

Seven - Eight hours from the following:

Any 3000- or 4000-level Biology lecture (LEC) or lab (LAB) courses not taken to fulfill a requirement from the above sections		
PHL 4633	Bioethics	(odd spring)

Four hours from the following physical science Courses:

PHS 1004	Introductory Physical Science	
PHS 1024	Earth Science with Laboratory	(every spring)
PHY 2014	College Physics I	(every fall)
PHY 2114	General Physics I	(even fall)

One of the following statistics courses:

MTH 1053	Introduction to Statistics	(every semester)
PSY 2003	Research Design & Analysis I	(every fall)

SECONDARY EDUCATION LICENSURE REQUIREMENTS: Students may seek teacher licensure in life sciences (7-12) by fulfilling the requirements for a Bachelor of Science in Biology and completing the required education courses for Secondary Licensure. For the professional education requirements leading to secondary-level teacher licensure, see under [Secondary Education Licensure](#).

Students who wish to pursue graduate or professional studies, see suggested courses under [Pre-Professional Curricula](#).

MINOR A minor in Biology consists of 19-20 hours to include:

Twelve hours of lower-level Biology courses

Seven - Eight hours of 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 A major in Chemistry consists of 49-50 hours including the following:

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:Chemical Thermodynamics & Kinetics	(even fall)
CHM 3044	Physical Chemistry:Quantum Mechanics & Spectroscopy	(odd spring)
CHM 3105	Quantitative Chemical Analysis	(even spring)
CHM 4201	Chemistry Professional Preparation	(every semester)
MTH 2014	Calculus I	(every semester)
MTH 2024	Calculus II	(every spring)
PHY 2014	College Physics I	(every fall)
PHY 2024	College Physics II	(every spring)
3-4 hours of upper-level Chemistry electives		

Students who wish to pursue graduate or professional studies, see suggested courses under [Pre-Professional Curricula](#).

MINOR A minor in Chemistry consists of 19 hours to include the following:

CHM 1014	General Chemistry I	(every fall)
CHM 1024	General Chemistry II	(every spring)
CHM 3014	Organic Chemistry I	(every fall)
Seven to eight hours Chemistry electives		

Computer Science

Curriculum pending University Senate approval. Contact Office of Academic Affairs for more information

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 impact 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.

Students have options to complete the Environmental Studies major or minor in either Lens Two (Social Sciences & Social Applications) or Lens Three (Natural Science & Mathematics). Students majoring or minoring in Environmental Studies must declare with their advisor and the Registrar the lens option they are pursuing, and they may not complete an Environmental Studies major or minor in the other lens.

MAJOR A major in Environmental Studies consists of 37-39 hours to include the following:

BIO 1124	Ecology and Evolution	(every fall)
ENS 1013	Introduction to Environmental Studies	(even fall)
ENS 1023	Environmental Science	(every semester)
MTH 1053	Introduction to Statistics	(every semester)

One of the following research methods courses: **(Course choice determines LENS option)**

SOC 2023	Social Research Methods (for LENS Two)	(every spring)
BIO 2044	Plant and Animal Diversity (for LENS Three)	(every spring)

One of the following capstone experiences:

ENS 4003	Environmental Studies Thesis	(every semester)
ENS 4893	Tutorial Practicum	(every semester)
ENS 4113	Participatory Action Research and Sustainability	(odd spring)

Six - Seven hours from natural and biological sciences requirement:

ENS 3023	Conservation Studies	(every fall)
ENS 3043	Climate	(every spring)
ENS 3063	Environmental Health Sciences	(every spring)
PHS 1023/1024	Earth Science without or with Laboratory	(every spring)
SUS 2003	Principles and Practices of Sustainable Agriculture	(every spring)
SUS 3003	Agroecology	(every fall)

Twelve hours from social and cultural studies:

ENG 2133	Literature and the Environment	(every spring)
ENS 2013	Introduction to Sustainable Development	(odd fall)
ENS 3073	Introduction to Science, Technology, and Society	(even fall)
PLS 1033	International Relations	(every semester)
SOC 1013	Introduction to Sociology	(every fall)
SOC 2013	Social Problems	(even spring)

MINOR A minor in Environmental Studies consists of 15 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 3073	Introduction to Science, Technology, and Society	(even fall)
One of the following: (Course choice determines LENS option)		
ENS 3023	Conservation Studies (for LENS Two)	(every fall)
ENS 3043	Climate (for LENS Three)	(every spring)

Exercise Science

The Exercise Science major at the University of the Ozarks is interdisciplinary in nature, including closely related fields of study such as psychology, physical education, biology, chemistry, and physics. The curriculum consists of 45-46 hours of course work and seeks to facilitate the student in developing an understanding of the links between fitness, physical activity, diet, and health. The major provides a scientific approach to study how physical activity and exercise affect health and human performance and to train students for careers in the exercise science industry whose work ranges from helping people to become more physically active and to recover from the unhealthy effects of sedentary lifestyle to assisting athletes to perform at their maximum capacity. The major prepares students to take the Certified Exercise Physiologist exam from the American College of Sports Medicine and/or the Certified Strength and Conditioning Specialist exam from the National Strength and Conditioning Association in their last semester.

MAJOR A major in Exercise Science consists of 45-46 hours to include the following:

BIO 1234	Biological Molecules and Cells	(every fall)
EXS 1003	Physical Activity and Health	(every semester)
EXC 3014	Exercise Physiology	(every fall)
EXS 3123	Biomechanics	(every spring)
HSC 2103	Nutrition	(every semester)
HSC 1033	Medical Terminology	(every spring)
HSC 2014	Fundamentals of Human Anatomy	(every semester)
HSC 2024	Fundamentals of Human Physiology	(every spring)
MTH 1104	Precalculus	(every semester)
PSY 1003	General Psychology	(every semester)
PSY 2133	Lifespan Development	(every semester)

One of the following Chemistry courses:

CHM 1004	Survey of Chemistry	(every fall)
CHM 1014	General Chemistry I*	(every fall)

One of the following senior specialty courses:

EXS 4213	Strength and Conditioning	(even spring)
EXS 4224	Exercise Prescription	(odd spring)

One of the following special topics courses:

EXS 4023	Special Topics in Exercise Science	(even spring)
PHE 3053	Child Growth and Motor Development	(every spring)
PHE 3073	Care and Prevention of Athletic Injuries	(every spring)
PSY 3093	Psychology of Sport	(odd fall)

*Recommended for students applying to graduate schools requiring 8 hours of chemistry followed by General Chemistry II in sequence. All other students should enroll in Survey of Chemistry to meet the degree requirement.

Students who wish to pursue graduate or professional studies, see suggested courses under [Pre-Professional Curricula](#).

Students interested in Nursing can view the requirements for Ozarks two/two partnership with University Arkansas-Fort Smith under [pre-nursing](#).

MINOR A minor in Exercise Science consists of 21 hours to include the following:

EXS 1003	Physical Activity and Health	(every semester)
HSC 2024	Fundamentals of Human Physiology	(every spring)
EXS 3014	Exercise Physiology	(every fall)
EXS 3123	Biomechanics	(every spring)
MTH 1104	Precalculus	(every semester)

One of the following special topics courses:

EXS 4023	Special Topics in Exercise Science	(even spring)
PHE 3053	Child Growth and Motor Development	(every spring)
PSY 3093	Psychology of Sport	(odd fall)

Health Promotion

The Health Promotion major is intended for students seeking careers that promote wellness in the community and the workplace. The major prepares students to directly work with individuals and communities to improve health and quality of life. Students learn how to assess, plan, implement, evaluate, and oversee programs designed to improve health behaviors, create environments supportive of healthy lifestyles, and effectively communicate health issues to key stakeholders. The major prepares students to take the Certified Health Education Specialist exam from the National Commission for Health Education Credentialing. The mix of natural and social sciences in this major also provides a foundation for professional or graduate study in allied health, health management, or public

health, including positions in Health Maintenance Organizations, Hospitals, Public and Private Clinics, Voluntary Health Agencies, Health Departments, and/or Health Education. The Health. Students will be eligible to sit for the Health Education Specialist certification upon completion of the curriculum.

MAJOR A major in Health Education and Promotion consists of 45 hours to include:

HLP 1003	Introduction to Health Promotion	(every semester)
HLP 2003	Health Leadership	(every fall)
HLP 3003	Health Management and Administration	(every spring)
HLP 3104	Health Assessment	(every fall)
HLP 4103	Planning and Evaluating Health Interventions	(every spring)
HLP 4123	Health Policy	(every spring)
HSC 2014	Fundamentals of Human Anatomy	(every semester)
HSC 2024	Fundamentals of Human Physiology	(every spring)
HSC 2103	Nutrition	(every semester)
MTH 1053	Introduction to Statistics I	(every semester)
PSY 1003	General Psychology	(every semester)
PSY 3053	Health Psychology	(every semester)
Six upper level hours of Special Topics in Health Promotion		(every spring)

MINOR A minor in Health Promotion consists of 20 hours to include the following:

HLP 1003	Introduction to Health Promotion	(every semester)
HLP 2003	Health Leadership	(every fall)
HLP 3104	Health Assessment	(every fall)
HLP 4123	Health Policy	(every spring)
HSC 2014	Fundamentals of Human Anatomy	(every semester)
PSY 3053	Health Psychology	(every semester)

Students interested in Nursing can view the requirements for Ozarks two/two partnership with University Arkansas-Fort Smith under [pre-nursing](#).

Information Science

The Information Science Minor is designed to develop students' understanding of how data are collected, organized, stored, analyzed, and presented to improve organizational decision-making.

MINOR A minor in Information Science consists of 21 hours to include the following:

MTH 1053	Introduction to Statistics	(every semester)
INS 1103	Foundations of Information Technology	(every semester)
INS 1203	Introduction to Data Analytics	(every semester)
INS 2103	Programming Fundamentals	(every semester)
INS 3103	Management Information Systems	(every spring)
INS 3203	Database Management Systems	(every fall)
INS 4103	Intermediate Data Analytics	(every spring)

Mathematics

The University of the Ozarks Mathematics program 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 41 - 43 hours to include the following:

MTH 1053	Introduction to Statistics	(every semester)
MTH 1104	Precalculus**	(every semester)
MTH 2014	Calculus I	(every semester)
MTH 2024	Calculus II	(every semester)
INS 2103	Fundamentals of Programming	(every semester)
MTH 2123	Discrete Mathematics	(every spring)
MTH 3023	Differential Equations	(every spring)
MTH 3114	Calculus III	(every fall)
MTH 3123	Linear Algebra	(even fall)
MTH 4043	Introduction to Abstract Algebra	(every fall)

Six hours upper level electives from the list below:

MTH 3013	Modern Geometry	(odd fall)
MTH 3033	Probability and Statistics	(odd spring)
MTH 3053	Introduction to Statistics II	(even spring)

Upper level INS course

Upper level computer science course

One of the following Senior:

MTH 4212	Senior Seminar*	(every spring)
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*Internship II will fulfill the Senior Seminar requirement for students seeking Secondary Licensure.

SECONDARY EDUCATION LICENSURE REQUIREMENTS: Students may seek teacher licensure in Mathematics (7-12) by fulfilling the requirements for a Bachelor of Science in Mathematics and completing the required education courses for Secondary Licensure. For the professional education requirements leading to secondary-level teacher licensure, see under [Secondary Education Licensure](#).

MINOR A minor in Mathematics consists of 21 semester hours to include the following:

MTH 1104	Precalculus**	(every semester)
MTH 2014	Calculus I	(every semester)
MTH 2024	Calculus II	(every semester)
MTH 2123	Discrete Mathematics	(every spring)
Six hours of upper-level Mathematics electives		

**All students seeking exemption from MTH 1104 Precalculus requirements to begin in MTH 2014 Calculus I must take a placement exam designed by the mathematics faculty to determine level of math proficiency. The exam is administered in Student Success Center and must be taken prior to a student being placed at their appropriate level. Depending on exam scores, students could be exempt from the MTH 1104 Precalculus course.

Pre-Nursing

Ozarks offers a two/two program with University of Arkansas-Fort Smith for students interested in pursuing nursing. Students may complete their first two years at Ozarks and then can apply for admissions to UAFS for admissions to their nursing program. Students will complete the courses below during their first and second year at Ozarks as prerequisites to be considered for admission at UAFS.

Freshman Year

First semester (17 credit)

IND 1012 Ozarks Seminar	(every fall)
CHM 1004 Survey Chemistry	(every semester)
ENG 1033 Academic Writing	(every semester)
BIO 1234 Biological Molecules and Cells	(every fall)
MTH 1053 Introduction to Statistics I	(every semester)

Second semester (16 credit)

HSC 1033 Medical Terminology	(every spring)
PSY 1003 General Psychology	(every semester)
BIO 2024 Fundamentals of Physiology	(every spring)
COM 1003 Public Speaking	(every semester)
ENG 1123 Introduction to Literary Study	(every semester)

Sophomore Year

First semester (15 credit)

HSC 2014 Fundamentals of Anatomy	(every semester)
SOC 1013 Introduction to Sociology	(every fall)
HSC 2103 Nutrition	(every semester)
LENS 1 Elective (Fine Arts; 3)	
LENS 1 OR 2 Elective (History OR Government)	

Second semester (13 credit)

BIO 3134 Microbiology	(every fall)
HLTH 3103 Pathophysiology	UAFS
PSY2133 Lifespan Development	(every semester)
HSC 1103 Intro to Professional Nursing	(every spring)
LENS 1 OR 2 Elective	

Admission Criteria

Pre-nursing students must complete their Basic Life Support certification for Health Providers from the American Heart Association (not Red Cross) before applying to the BSN program in their 4th semester.

To be considered for admission to the BSN program, students must meet the following criteria:

Complete UAFS university admission requirements to include submission of official transcripts from ALL colleges/universities attended. Have a minimum 2.50 cumulative GPA for all college coursework (including transfer work and excluding developmental courses) and be in good academic standing. Complete required prerequisite courses for the program with a minimum grade of C or higher in each course prior to fall or spring entry. Prerequisite courses are the first four semesters as listed on the degree plan for a total of 62 hours. Students may not attempt any course more than twice and be eligible for admission into the nursing program.

Pre-Professional Curricula

University of the 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 courses 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 courses. 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 their advisors, 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

UTHS/UT/OU Dental School Matriculation Requirements:

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

UAMS Medical School Matriculations Requirements:

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

Texas A&M School of Veterinary Medicine Matriculation Requirements:

1 semester of introductory biology with lab
Microbiology with lab
Genetics Course
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

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 their 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	1234	Biological Molecules and Cells	(every fall)
BIO	2054	General Genetics	(every spring)
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	1104	Pre-Calculus	(every semester)
MTH	1053	Statistics	(every semester)
COM	1003	Public Speaking	(every semester)

Six hours of English courses

Three courses from the following: (*Preferred)

BIO	3444	Human Physiology*	(every fall)
BIO	4334	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	Critical Thinking and Logic	(odd fall)
PHY	2024	College Physics II	(every spring)

Three hours in one of the following

World Civilization
Sociology
Spanish

Electives from these areas to reach a total of 60 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-Physical/Occupational Therapy Concentration The Pre-Physical/Occupational Therapy Concentration is designed for students with a major in Exercise Science, who wish to complete the matriculation requirements for admission into a graduate program in Physical Therapy or Occupational Therapy.

General Physical Therapy admissions course requirements (in addition to the successful completion of foundation and core courses in the Exercise Science major). Course requirements may vary by institution. 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.

3-4 hours of Biology courses (not plant-based)

0-8 hours of Chemistry courses (General Chemistry I and II are recommended for students applying to graduate schools requiring 8 hours of chemistry. Survey of Chemistry is recommended for students applying to graduate schools requiring maximum 4 hours of chemistry).

4-8 hours of Physics courses (algebra-based)

3 hours of Statistics

3 hours of Psychology

General Occupational Therapy admissions course requirements (in addition to the successful completion of foundation and core courses in the Exercise Science major). Course requirements may vary by institution. 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.

3 hours Abnormal Psychology

3 hours Lifespan Development

3 hours Neuroscience (e.g.: PSY 2213 Physiological Psychology meets this requirement)

3 hours Statistics

3 hours Technical Research Writing

Agreement with Arkansas Colleges of Health Education Graduating students meeting eligibility requirements for admission to one of the programs under the Arkansas Colleges of Health Education (ACHE) direction will be automatically guaranteed an entrance interview for the program. While this does not guarantee admittance to the program, it does bypass the initial admission screening process. For specific G.P.A. requirements and MCAT scores (if applicable), please visit the program's website or speak with your academic advisor. Prerequisite coursework for each program is listed below:

Arkansas Colleges of Health Education Master of Science in Biomedicine Matriculation Requirements

This 1 year, 30 credit hour Master's degree allows a graduate student to take advanced biomedical courses alongside medical students. All courses are taught by medical school faculty. Students that graduate with a B or better are guaranteed to be eligible for an interview for admission to Arkansas College of Osteopathic Medicine.

Master of Science in Biomedicine Matriculation

8 credit hours of Biology with lab

3 credit hours of Biochemistry

8 credit hours of General and/or Inorganic Chemistry with lab

8 credit hours of Physics with lab

6 credit hours of English Composition and Literature

Arkansas College of Osteopathic Medicine Matriculation

8 credit hours of Biology with lab

3 credit hours of Biochemistry

8 credit hours of General and/or Inorganic Chemistry with lab

8 credit hours of Physics with lab

6 credit hours of English Composition and Literature

Recommended courses include:

Courses in the Humanities (literature, philosophy, etc.)

Communication classes (speech, drama, etc.)

Additional science courses (psychology, anatomy and physiology, etc.)

Arkansas School of Occupational Therapy

3 credit hours of Sociology

3 credit hours of Abnormal Psychology

3 credit hours of Lifespan Development

3 credit hours of Statistics

8 credit hours of Anatomy and Physiology with lab

1 credit hour of Medical Terminology

Arkansas School of Physical Therapy

8 credit hours of Biology with lab

8 credit hours of Chemistry with lab

8 credit hours of Human Anatomy & Physiology with lab

8 credit hours of Physics with lab

3 credit hours of Psychology

Recommended courses:

Kinesiology

Exercise Physiology

Statistics

Medical Terminology

Psychology

As a Psychology student in the University of the Ozarks Psychology program, you will learn the traditional theoretical, empirical, and applied areas of psychology. Our students finish the program with a better understanding of themselves, others around them, and have tools to live a more enriched, fulfilling life. We will prepare you to meet the academic standards required for graduate work in any number of areas (counseling/clinical, social work, neuroscience, etc.). Students looking for additional opportunities to enrich their education may be able to collaborate with faculty on their own research project, join a research team, or creatively apply and grow their skills locally with hands-on experiences. 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:

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 4023	Research Design and Analysis II	(every spring)
PSY 3813	Psychological Pathways	(every fall)

One of the following biological electives:

PSY 2213	Physiological Psychology	(even fall)
PSY 3053	Health Psychology	(every semester)
PSY 3063	Psychology of Learning	(odd fall)
PSY 3073	Sensation and Perception	(odd fall)
PSY 3213	Psychopharmacology	(odd spring)

One of the following applied/theoretical electives:

PSY 2013	Psychology of Personality	(even fall)
PSY 3033	Positive Psychology	(every spring)
PSY 3093	Psychology of Sport	(odd fall)
PSY 4033	Cognitive Psychology	(even spring)
PSY 4083	Introduction to Counseling Skills	(every spring)
PSY 4113	Clinical Psychology	(even spring)

One of the following social electives:

PSY 2053	Group Dynamics	(even spring)
PSY 2133	Lifespan Development	(every semester)
PSY 3043	Social Psychology	(every fall)
PSY 3153	Psychology and the Law	(odd spring)
PSY 3113	Developmental Psychology – Childhood	(even fall)
PSY 3123	Developmental Psychology – Adolescence	(odd fall)
PSY 3313	Adult Development and Aging	(odd spring)

One of the following Psychology capstone or elective:

PSY 4813	Independent Experience	(every semester)
Upper level (3000 or 4000) Psychology course		

Six Hours Psychology electives form the list below:

PSY courses not used for above requirements		
COM 1023	Introduction to Mass Communication	(every spring)
COM 1073	Introduction to Rhetoric and Social Influence	(every spring)
COM 3033	Persuasion Theory	
EDU 1113	Theories of Human Learning	(every semester)
ENG 2123	Global Literature	
HSC 2503	Drug Education	(every fall)
HSC 3013	Principles of Epidemiology	(every fall)
HSC 3023	Injury and Disease Prevention	
MKT 2103	Consumer Behavior	(every fall)
PHL 1003	Critical Thinking and Logic	(odd fall)
PHL 1113	Ethics, Religions, Cultures	(even fall)
PHL 2113	Phenomenology and Existentialism	(even spring)
PLS 1033	International Relations	(every semester)
REL 3033	Philosophy of Religions	(odd fall)
SOC 2013	Social Problems	(even spring)
SOC 3073	Race, Class and Gender	(odd spring)

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

PSY 1003	General Psychology	(every semester)
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One of the following biological electives:

PSY 2213	Physiological Psychology	(even fall)
PSY 3053	Health Psychology	(every semester)
PSY 3063	Psychology of Learning	(odd fall)
PSY 3073	Sensation and Perception	(odd fall)
PSY 3213	Psychopharmacology	(odd spring)

One of the following applied/theoretical electives:

PSY 2013	Psychology of Personality	(even fall)
PSY 3033	Positive Psychology	(every spring)
PSY 3093	Psychology of Sport	(odd fall)
PSY 4033	Cognitive Psychology	(even spring)
PSY 4083	Introduction to Counseling Skills	(every spring)
PSY 4113	Clinical Psychology	(even spring)

One of the following social electives:

PSY 2053	Group Dynamics	(even spring)
PSY 2133	Lifespan Development	(every semester)
PSY 3043	Social Psychology	(every fall)

PSY 3053 Psychology and the Law
PSY 3113 Developmental Psychology – Childhood
PSY 3123 Developmental Psychology – Adolescence
PSY 3313 Adult Development and Aging

(odd spring)
(even fall)
(odd fall)
(odd spring)

Six hours of Psychology electives or Non-Psychology courses listed as electives in the major.

Course Descriptions

Accounting

ACC 1003 Principles of Financial Analysis Introduction to accounting fundamentals and the accounting cycle, emphasizing comprehension of the meaning and value of the balance sheet, income statement, and statement of cash flows. Students will understand how financial statements can be used to make credit, investing, regulatory, and other decisions made by internal and external stakeholders.

ACC 2023 Accounting for Managers An introduction to various concepts and tools typically used by managers relative to internal reporting and control of operations. Topics include determining cost of products and services, using budgets and other production reports, and different analysis tools. Prerequisite: ACC 1003 Principles of Financial Analysis

ACC 3103 Intermediate Accounting I An introduction to the application of generally accepted accounting principles (GAAP) in the United States to prepare income statements, balance sheets, and the statement of cash flows. Topics include the conceptual framework, revenue recognition, adjustments required by accrual accounting, and accounting for current assets. A preliminary comparison of US GAAP to international standards is also encompassed in this course.

ACC 3113 Governmental Accounting A consideration of the basic procedures underlying the treatment of the public and government accounts and the scope and nature of financial statements for governments, schools, and hospitals. Prerequisite: ACC 3103 Intermediate Accounting I.

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 3203 Intermediate Accounting II.

ACC 3203 Intermediate Accounting II A continuation of the study of generally accepted accounting principles (GAAP). Topics include plant and equipment, long-term investments; current and long-term liabilities, including lease and pension obligations; and stockholders' equity accounts. Prerequisite: ACC 3103, Intermediate Accounting I.

ACC 3213 Cost Accounting A study of production elements 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 3223 Intermediate Accounting III The conclusion of the study of generally accepted accounting principles (GAAP), including the calculation of earnings per share, additional study of the statement of cash flow, fair value and price-level accounting, and special topics. Prerequisite: ACC 3203 Intermediate Accounting II

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 3103 Intermediate Accounting I

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 studies audit procedures 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 4133 Accounting Topics A course designed to reflect the dynamic field of accounting. Accounting Topics serves as an in-depth study on topics pertinent to accounting. This course may be repeated for elective credit, provided the topic is different. Prerequisite: junior standing and ACC 1003 Principles of Financial Analysis.

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 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 2043 Photography I 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 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 I An introduction to the field of graphic design. Covers design concepts, techniques, visual problem solving, and the introduction to professional industry tools and software.

ART 2323 Typography Introduction to the discipline, function, and tradition of typography. This course will focus on the study of the letterform as it relates to the visual communication and effective use of type. Prerequisite ART 2303 Graphic Design I.

ART 2443 Photo Editing Techniques This course provides students with an in-depth study of software utilized in post-production image-based digital work. It focuses on mastering the tools and advanced editing techniques of Adobe Photoshop and Lightroom to process, retouch, collage, and merge images. Skills learned in this course will provide students with career options in digital photography, editing, graphic design, and marketing fields. Art 2403 Photography 1 Recommended but not required.

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 3043 Photography II Further exploration of digital photography with a focus on developing and understanding intermediate technical skills related to digital images, editing and manipulation. Areas of emphasis include photographic media as used by corporate advertising and other media. Prerequisite: ART 2043 Photography 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 3303 Graphic Design II Further study and development in the field of graphic design to cover design methods and processes including typography, page layout, image processing, visual communication, and digital design production. Prerequisite ART 2303 Graphic Design I.

ART 3323 History of Graphic Design A survey of the history of graphic design and communication from the beginnings of the profession. Students will learn about major designers, movements, and the historical contexts that influenced the industry.

ART 3343 Web Design An introduction to website aesthetics, interactive applications, interface design, usability, and content editing and creation. Prerequisite ART 3303 Graphic Design II.

ART 3363 Animation Introduction to the principles of animation and motion for graphic design. Projects will explore storytelling, time-based media, and video and sound design. Prerequisite ART 3303 Graphic Design II.

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 3443 Photography Seminar Photography Seminar offers rotating topics that focus on combining historic and theoretic aspects of photography to contemporary modes of working with images including mobile photography, travel photography, historic processes in the digital age, and more. This course may be repeated for elective credit provided the topic is different. Prerequisite: ART 2403 Photography I.

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 4043 Topics in Photography This advanced course offers a rotating in-depth focus on practical skills related to contemporary practices within the field of photography. Course content and emphasis can include Photography for Marketing, Sports Photography, Product Photography, Fine Art Photography, Fashion Photography, Documentary, and more. This course may be repeated for elective credit provided the topic is different. Prerequisite: ART 2043 Photography I, ART 2443 Photo Editing Techniques.

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 4303 Brand and Package Design A course to develop design skills used in the creation of packaging design, advertising, and promotional materials. Prerequisite ART 3303 Graphic Design II.

ART 4323 Graphic Design Portfolio An advanced level course that prepares students for entry into the professional world of graphic design. Preparation of design projects and self-promotion pieces for a printed and digital portfolio as a presentation of their work. Prerequisite three of the following upper level courses: ART 3323 History of Graphic Design, ART 3343 Web Design, ART 3363 Animation, or ART 4303 Brand and Package Design and Senior status.

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 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. Students will learn the mechanics of ecology and how they intertwine to shape the world we live in. We start with the development of evolutionary theory, and then move on to explore the fundamentals of ecology, examining how organisms interact with each other and their environment at the population, community, and ecosystem levels.

BIO 1234 Biological Molecules and Cells In this course, students will be introduced to cellular form and function with a primary focus on animal and plant cells. Many topics in cellular biology will be covered including: basic water and organic chemistries; membrane structure and function; cytoskeleton; organelle structure; transport; enzyme kinetics; energy metabolism; signaling; cell division; and cancer. The laboratory will focus on the introduction to scientific communication and biochemical and cytological techniques.

BIO 2044 Plant and Animal Diversity In this course, students will investigate the origins and diversity of the kingdoms Plantae and Animalia. In so doing, students will learn the distinctive features and evolutionary relations of the major groups of these kingdoms. Students completing this course also will be able to recognize and classify common species of plants and animals of our region. The laboratory will provide hands-on, experiential and field learning opportunities that reinforce classroom learning. Prerequisites: C- in BIO 1124 Ecology and Evolution.

BIO 2054 General Genetics In this course, students will be introduced to mendelian and molecular genetics. With the increase in the importance of genetic and biotechnology techniques in medicine, biomedical research, and agriculture, understanding the structure and function of genes is nearly ubiquitous in the sciences. General topics covered will be: cell division, meiosis, mendelian genetics, inheritance, gene structure, gene expression, gene regulation, biotechnology, and population genetics. The laboratory will be designed to reinforce lecture content; focusing on common techniques in genetics and biotechnology and improving scientific communication skills. Prerequisites: C- in BIO 1234 Biological Molecules and Cells.

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: C- in CHM 1014 General Chemistry I and three Biology courses.

BIO 3134 Microbiology A general course designed for Biology majors and those in pre-professional training. This course will acquaint students with the diversity, structures and functions of microscopic organisms as related to their medical, immunological and environmental significance, with special emphasis on bacteria. Safety procedures, culture techniques and identification of microorganisms will be emphasized. There are two 1.5- hour laboratories per week. Prerequisites C- in CHM 1014 General Chemistry I and three Biology courses.

BIO 3253 Biology Professional Shadowing In this course, students will observe and potentially assist biology and health-care professionals in their work for a minimum of 60 hours. This opportunity is arranged by the Biology program shadowing coordinating faculty. Permission and approval of the professional to be shadowed is required. At the conclusion of the experience, the student must submit a written report that documents completion of the required number of hours and the professional that was shadowed will evaluate the student's performance. This course may be repeated for university upper-level elective credit. Prerequisites: Junior classification, 3.0 science GPA, and permission of the Biology faculty instructor and the shadowing mentor.

BIO 3254 Field Ecology and Conservation Technologies Students will learn concepts and techniques needed to implement ecological studies in terrestrial and aquatic environments. This course will explore a wide range of ecological areas of study (including community ecology, urban ecology, restoration ecology, etc.), to enable students to design and conduct experiments, analyze their results, and present their work to both scientific and general audiences. This course will integrate the use of traditional and new technologies used in the conservation field. Prerequisites: C- in three Biology courses.

BIO 3264 Plant Ecology This course will introduce students to how interactions between plants and other organisms (e.g. insects, animals) and the environment have influenced plant diversity. Students will also explore the mechanics of evolution, ecology, and experimental design in relation to the variety of plant life we depend on every day. Students will investigate how humans and plants interact at the local and global scale, and examine the impacts of economics, culture, and/or other fields on the student and use of plants. The lab section of this course will include excursions outside in the woods and in the greenhouse, with students working on experiments and collecting data with self and class-directed projects. Prerequisites: C- in three Biology courses.

BIO 3354 Cellular & Molecular Biology In this course, students will study cellular structure and function with a primary focus on eukaryotic cells. This course will cover any advanced topics in cellular and molecular biology such as: membrane form and function, organelle form and function, gene regulation, intracellular transport, enzyme kinetics, energetics, biochemistry, energy metabolism, signaling, and

apoptosis. The laboratory will be designed to reinforce lecture content; focusing on molecular, biochemical, cytological and immunological techniques. Prerequisites: C- in CHM 1014 General Chemistry I and three Biology courses.

BIO 3444 Human Physiology In Human Physiology we study how the body works. This course is designed for students preparing for medical, veterinary or pharmacy school, or biomedical graduate studies, but all who are interested are welcome. Lectures and laboratories focus on the human body 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: C- in CHM 1014 General Chemistry I and three Biology courses or permission of the instructor.

BIO 3543 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: C- in three Biology courses.

BIO 4002 Biology Capstone In this course, students will explore research, communication and careers in biology and related fields. This exploration will take the form of a research project facilitated by the faculty or participation in a professional experience such as shadowing a professional, an internship, a research project or study abroad/away. EDU 4312 Residency II satisfies the requirements of this course and may be taken instead of Biology Capstone. Prerequisites: C- in four Biology courses and CHM 1014 General Chemistry I.

BIO 4233 Community Ecology Students will explore the interactions among species and the environment that determine the structure and composition of plant, animal, and microbial communities. They will study the distribution of these biological communities and their responses to human interventions, changing climates and other abiotic factors. Major themes include food web ecology, metacommunities, determinants of community structure and assembly, species interactions, and threats to biodiversity. Prerequisites: C- in four Biology courses.

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: C- in four Biology courses.

BIO 4401 Biology Symposium In this course, students' biological knowledge will be assessed while they continue to explore research, communication and careers in biology related fields while assessing their biological knowledge. Using the data or experiences gained from BIO 4002 Biology Capstone, students will draft a report and present data as an oral presentation or poster presentation at the biannual Biology Program Symposium. EDU 4093 Research Methods in Education satisfies the requirements of this course and may be taken instead of Biology Symposium. Prerequisites: C- in BIO 4002 Biology Capstone.

BIO 4433 Biology Research In this course, students will participate in research with a mentor. This course may be completed either at Ozarks with an Ozarks science faculty mentor or at another institution during a research internship approved by the student's academic advisor. The student will report to the faculty who will assign the course grade (in consultation with the mentor). This course may be repeated for university upper-level elective credit. Prerequisites: Junior classification, 3.0 science GPA, and permission of the Biology faculty instructor and faculty research mentor are required.

Business Administration

BSA 2003 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. Students will learn to manage business protocol and etiquette issues. Prerequisite: Completion of the writing-intensive requirement.

BSA 3013 Business Law This course is an introduction to the complex legal environment explicitly related to businesses. The academic review includes the foundations of the American legal system, employment and labor law, consumer protection, contracts, and corporate social responsibility of businesses.

BSA 4033 Entrepreneurship Capstone The Capstone is an intentional experience designed to prepare individuals to perform development, marketing and management functions associated with owning and operating a small business. The course may be delivered in a variety of modalities including, but not limited to, lecture, internship, practicum, or other experiences deemed appropriate to synthesize the entrepreneurship curriculum. Prerequisite: C- in four of the five required Entrepreneurship courses and Junior or Senior status.

Chemistry

CHM 1004 Survey of Chemistry A survey of selected topics in chemistry for life science majors. A brief introduction to the fundamental concepts, atomic structure, chemical bonding, and periodic law as applied in the life sciences and allied areas. No chemistry background is required. Three hours of lecture and three hours of laboratory per week. CHEM 1004 may not be taken for credit after completion of CHEM 1014 or 1024. Prerequisite or co-requisite: MTH 1023 Math Literacy, or a higher-level mathematics course.

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 1104 Pre-Calculus, 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 Chemical Thermodynamics & Kinetics 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 2014 Calculus I and PHY 2114 College Physics I, or instructor permission. May co-register in MTH 2014 or PSY-2114.

CHM 3044 Physical Chemistry Quantum Mechanics & Spectroscopy 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 2014 Calculus I, Calculus II and PHY 2024 College Physics II or instructor permission.

CHM 3105 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. Three 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 4024 Spectral Analysis A more advanced study of chemical instrumentation and the data they produce, including but not limited to infrared spectroscopy, NMR spectroscopy, mass spectroscopy, UV-Vis spectroscopy, and chromatograms. Prerequisite 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. Co/Prerequisites: junior status.

Communications

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 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.

COM 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.

COM 1043 Communication Skills for Professionals This survey course will offer students the opportunity to study a variety of communication contexts including small group, professional, interpersonal and public speaking. The concepts and elements of the

communication process will be introduced and students will work toward the process of creating meaningful interactions through the use of varying communication channels. This course will help students develop critical thinking skills, understand ethical communication practices in professional communication contexts, and demonstrate the process of creating effective speeches and proper message preparation.

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

COM 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: COM 1024 Media Production I.

COM 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.

COM 3043 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 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.

COM 3303 Radio and Podcast 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.

COM 3881-3883, 4881-4883 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 4023 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: COM 1024 Media Production I and COM 2084 Media Production II.

COM 4083 Advanced Media Production Seminar A project-oriented audio and video production class providing the opportunity for students to continue to develop skills learned in the introductory media production classes (see prerequisites below). The course emphasizes focused and methodical pre-production planning and scripting, production, and post-production refinement and evaluation as the necessary phases of the production process. Students work individually and in groups. Specific assignments and projects are determined by the instructor at the start of the semester, depending on the makeup of the class. This course may be repeated for credit provided it covers a different topic. Prerequisite: COM 2084 Media Production II.

COM 4203 Platform and Portfolio Development (Capstone) This course develops students' work throughout their education experience onto a platform for distribution. Students learn how to leverage platforms to attract and grow audiences, as well as market and brand themselves to potential clients or employers. Prerequisites: COM 3043 Media Law & Ethics, either COM 3303 Radio and Podcast Production or COM 4083 Advanced Media Production Seminar, and junior or senior status

Criminal Justice

CRJ 1003 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.

CRJ 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].

CRJ 2073 Criminal Law II This course is a detailed study of the elements of criminal liability and the defenses to criminal liability. Topically, the course focuses on murder and manslaughter, assault and battery, sex offenses, crimes against property and crimes against public order. Additional emphasis is placed upon trial organization and procedures, with particular attention paid to search and seizure questions, rules of evidence, sentencing and appeals. Prerequisite: CRJ 2063 Criminal Law I.

Developmental

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 0303 English for Speakers of Other Languages (ESOL) A course for English Language Learners that focuses on basic vocabulary, grammatical structures, and mechanical structures used to read, speak, and comprehend English. Students that earn less than a C- must repeat course in the following semester.

Economics

ECN 1003 Introduction to Economics This course is an introduction to general economics. The course content includes aggregate economic performance, consumption and investment, multiplier effect, inflation, business cycles, supply and demand, price determination, income distribution, elasticities, marginal utilities, and comparative economic systems.

ECN 3103 Intermediate Macroeconomic Theory This course expands Introduction to Economics with emphasis placed upon macroeconomic variables. The course content includes national income analysis, historical and recent macroeconomic theories, and current economic developments. Prerequisites: ECN 1003 Introduction to Economics.

ECN 3203 Intermediate Microeconomic Theory This course extends Introduction to Economics with emphasis placed upon microeconomic variables. The academic review includes cost and revenue analysis, utility and indifference analysis, pricing, and institutions of competition. Prerequisites: ECN 1003 Introduction to Economics.

ECN 3303 Money and Banking This course is an introduction to the analysis of the principles of money and banking. Content includes monetary policy, standards and management, the Federal Reserve System, the commercial banking process, the U.S. Treasury, fiscal policy, and monetary legislation. Prerequisites: ECN 1003 Introduction to Economics.

ECN 3333 Labor Economics This course includes the analysis of the relationship between capital and labor. Topics include laboring classes, labor unions, and labor legislation. Prerequisites: ECN 1003 Introduction to Economics

Education

EDU 1013 Introduction to Education This course surveys the teaching profession, the field of education, and the University of the Ozarks Pat Walker Teacher Education Program conceptual framework. Students will examine the field by looking at the responsibilities of an educator, the importance of student diversity, the historical foundations of education, the laws that have shaped education, and the future of education.

EDU 1113 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 motivation. Students come to understand how people develop cognitively, socially and emotionally and how individuals learn. Students also consider how diversity impacts learning in the school context. 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.

EDU 2013 Introduction to Educational Assessment Basic principles of educational assessment and measurement will be discussed for both formal and informal measures. Students will discuss, analyze, create, and implement formative and summative assessments. In addition, accommodations for special needs students will be addressed as it relates to assessment.

EDU 2053 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 1113 Theories of Human Learning.

EDU 2063 Integrated Curriculum I – Methods for Teaching K-Grade 2 This course emphasizes developmentally appropriate practices for children in grades K-2. Pre-service teachers will have the opportunity to create lesson plans and unit plans that integrate curricula within the context of professional, state and local standards. Pre-service teachers will build a working knowledge of a variety of instructional strategies and assessment techniques used to inform educational decisions for children in grades K-2. This course focuses on the integration of literacy, art and movement throughout early elementary disciplines, including the adaptation of curriculum for diverse learners, including those who may lag in development. Pre-service teachers will be placed in a public school classroom, grades K-2, for 10 hours where they will be required to assist the mentor teacher, teach lessons, and reflect upon the field placement experience and required assignments.

EDU 2073 Child and Adolescent Literature This course explores the history and development of literature for children and adolescents. Both literary and informational, from classics to current titles, will be studied, including the various awards given for child and adolescent

literature. Topics of discussion include the various genres, banned and challenged books, public domain titles and digital resources. Students will develop writing and/or speaking activities based on selected texts that reflect appropriate learning expectations for youth in grades K-6. This course also focuses on reader response approaches to narrative and expository reading, and critical interaction with texts as concepts, skills and cognition levels are developed. Authentic assessments in response to reading will also be explored.

EDU 2083 Integrated Curriculum II – Methods for Teaching Grades 4-6 Art, Music and Movement, Language Arts, Mathematics, Science, Social Studies This course examines a variety of instructional delivery methods appropriate for children in grades 3-6. Pre-service teachers will have the opportunity to create lesson plans and unit plans that integrate curricula within the context of professional, state and local standards. Pre-service teachers will continue to build a working knowledge of instructional strategies and assessment techniques used to inform educational decisions for children in grades 3-6. This course focuses on the integration of literacy with the elementary content of math, science and social studies, including the adaptation of curriculum for diverse learners, including those with advanced skills and abilities. Pre-service teachers will be placed in a public school classroom, grades 3-6, for 10 hours where they will be required to assist the mentor teacher, teach lessons, and reflect upon the field placement experience and required assignments. Pre-requisite: EDU 2063 Intergrated Curriculum I or instructor permission.

EDU 2103 Mathematics Methods K-12 This required course has been designed to help prepare mathematics teachers to meet the mathematics educational goals for their students as reflected in the following statement from the National Council of Teachers of Mathematics (NCTM) curriculum standards. "Educational goals for students must reflect the importance of mathematical literacy. Toward this end, the K-12 standards articulate five general goals for all students: (1) that they learn to value mathematics, (2) that they become confident in their ability to do mathematics, (3) that they become mathematical problem solvers, (4) that they learn to communicate mathematically, and (5) that they learn to reason mathematically. These goals imply that students should be exposed to numerous and varied interrelated experiences that encourage them to value the mathematical enterprise, to develop mathematical habits of mind, and to understand and appreciate the role of mathematics in human affairs; that they should be encourage to explore, to guess, and even to make and correct errors so that they gain confidence in their ability to solve complex problems; that they should read, write, and discuss mathematics; and that they should conjecture, test, and build arguments about a conjecture's validity." [NCTM Standards, p. 5].

EDU 3023 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

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 a unit and lesson plan that reflects an understanding of diversity among students, assessment, content, and pedagogical knowledge. Students will have a placement at a local public school with micro teaching opportunities. Prerequisites: EDU 1113 Theories of Human Learning.

EDU 3153 Learning To Teach Science to 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 3213 Foundations of Reading I This course examines the Science of Reading's influence on teaching all children in grades K-6 to read by using evidence based practices. The course begins by developing one's own knowledge of English language phonetics, then continues by exploring oral language development, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, spelling, writing and comprehension for students in grades K-2. Teacher candidates will be placed in a public school classroom, grades K-2, for 10 hours where they will be required to assist the mentor teacher, teach lessons, and reflect upon the field placement experience and required assignments. Junior standing or permission of the instructor.

EDU 3243 Foundations of Reading II This continuation course examines the Science of Reading's influence on teaching all children in grades K-6 to read by using evidence-based practices. Topics further develop phonics, fluency, vocabulary, spelling, writing and comprehension for students in grades 3-6. Teacher candidates will be placed in a public-school classroom, grades 3-6, for 10 hours where they will be required to assist the mentor teacher, teach lessons, and reflect upon the field placement experience and required assignments. Pre-requisite: EDU 3213 Reading Foundations I or permission of the instructor.

EDU 3253 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 1113 Theories of Human Learning.

EDU 3263 Teaching Methods for STEAM STEAM is the integration of science, technology, engineering, art and math. STEAM 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 is to develop an appreciation for the importance of the integration of science, technology, engineering, art, 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. Students develop a STEAM unit for one or more of the grade levels and implement one lesson in an actual classroom.

EDU 3283 Education & Institutional Technology A course to assist prospective teachers with an understanding of the various roles of technology in the teaching and learning process. It 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, be skilled in the use of common hardware, application software and web tools used in classrooms.

EDU 3333 Behavior Management in the Classroom This course will introduce students to the fundamentals of selecting, planning, implementing and evaluating classroom management systems and procedures. Students will be exposed to a sampling of models and strategies. Students will examine management models effective for K-12 inclusive classroom settings.

EDU 3353 Social Studies Methods 7-12 This course deals with materials, processes, and methods of teaching social studies in the 7-12 school. Various learning procedures, techniques content/curriculum used in these subject areas are studied. Candidates plan lessons, units, and learning sequences that leverage social studies knowledge and literacies, technology, theory, and research to support the civic competence of learners in the 7-12 classroom. Evaluation of learning experiences is emphasized.

EDU 3363 Music Methods K-12 This course focuses on school general and choral music programs and will include study of the materials and methods needed for successful teaching of general and choral music in schools. This course emphasizes teaching methods appropriate for use with students in K-12 general music and vocal music classrooms. Candidates will engage in a variety of personal explorations that will enable them to make considered decisions about their potential as K-12 educators and to develop an understanding of the unique cognitive, behavioral, and affective needs of K-12 students. It will assist candidates in understanding the foundations of development and articulation of curriculum emphasizing the development and implementation of thematic units and lessons relevant to the learner. The course includes both the development of content specific methodology and the acquisition of instructional skills common to all content areas. Methodological skills common to all content areas are covered in whole class instruction. Content area specific methodologies are addressed through a series of tutorial experiences developed in partnership with education faculty, content area faculty, and public-school personnel.

EDU 3423 Social Studies Methods for K-6 Teachers This course emphasizes best practice strategies for teaching the social studies subject areas to elementary school children in grades K-6. Candidates will become familiar with current literature and research in the social studies, including history, geography, economics, anthropology, sociology, civics/political science, and current events. The National Council for the Social Studies (NCSS) principles, strands, and themes are used to guide experiences in this class as candidates explore the integration of the social studies with other disciplines. Teacher candidates will be placed in a public school classroom, grades 3-6, for 10 hours where they will be required to assist the mentor teacher, teach lessons, and reflect upon the field placement experience and required assignments.

EDU 4023 Methods of Teaching Business This course is composed of principles and philosophy of business education relating to such factors as objectives, curriculum and preparation of business teachers. Teaching methodologies for the business education occupational clusters are presented and practiced.

EDU 4033 Methods of Teaching English in the Secondary Schools A study of current approaches to the teaching of grammar, composition and literature in junior and senior high school.

EDU 4053 Disciplinary Reading and Writing This course prepares candidates to teach the advanced literacy skills necessary for academic success in the content subject areas associated with the upper elementary grades and beyond. A focus on the skills, strategies, practices and processes of vocabulary, fluency, and comprehension, as well as advanced writing skills will be developed. Organizing for instruction, meeting the special needs of learners, and connecting with reading, writing, speaking and listening to the content subject areas will be addressed. This course is required of elementary education majors and highly recommended to secondary education minors. Candidates not enrolled in Internship I will be placed in a public school classroom (grades 3-6 for elementary majors/grades 7-12 for secondary education minors) for a 10 hour field placement where they will be required to assist the mentor teacher, work with students who have a demonstrated reading difficulty, reflect upon the experience, and complete required assignments.

EDU 4063 Literacy Assessment and Intervention This course examines literacy assessments and data evidence that best inform instructional practice in grades K-6 so all children can be successful readers. Teacher candidates will explore assessment systems that include screeners, diagnostic tools, progress monitoring, and formative and summative assessments used to evaluate children's reading capabilities. Candidates will study and interpret student data used to diagnose and treat reading problems in elementary children who have demonstrated reading difficulties in order to provide evidence based intervention strategies that move learners toward independence and self-regulation. Candidates not enrolled in Internship I will be placed in a public school classroom (K-6) for a 10 hour field placement where they will be required to assist the mentor teacher, work with students who have a demonstrated reading

difficulty, reflect upon the experience, and complete required assignments. Prerequisite: Conditional Admission to the Pat Walker Teacher Education Program, Senior standing or permission of the instructor.

EDU 4083 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 4093 Research Methods in Education This course prepares education majors and minors to conduct quantitative and/or qualitative research in an educational setting. Students will plan, design, conduct, and present educational research in a public forum.

EDU 4113 Fine Arts for K-6 Teachers The emphasis of this course is on the integration of the components of art and music with English, Language Arts, Mathematics, Social Studies, Science and other Common Core State Standards as they evolve and develop. Connections are made between art and music and reading/writing skills and basic music notation and fractional mathematics, music forms/periods and social studies and frequencies/vibration and physics

EDU 4163 Education Capstone This culminating course is for students interested in education, but are not completing Internship II/student teaching. Students will complete an experience that the student and professor agree upon. Throughout the semester, students will reflect on the experience, consult with their professor, and work to complete a project.

EDU 4306 Residency I Each student will complete 90 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 Teacher Education Handbook. Prerequisite: Admission to the Pat Walker Teacher Education Program.

EDU 4312 Residency II This portion of the teacher preparation program provides candidates with one full semester of teaching experience and regular seminars to address issues such as diversity, management practices, professionalism and career development. The experience includes observation and teaching, with the candidate ultimately being given full responsibility for the educational setting for no less than two weeks. The experience is collaborative with team supervision provided by school personnel and university faculty. Prerequisites: Admission to Pat Walker Teacher Education Program.

English

ENG 1003 College Composition This course provides integrated instruction in reading and writing to help students develop skills essential in college coursework across the lenses and prepare for ENG 1033 Academic Writing. Students will 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. Students that earn less than a C- must repeat course in the following semester and enroll in ENG 1011 College Composition Co-Requisite in the following semester.

ENG 1011 College Composition Co-Requisite A course taken concurrently with ENG 1003 College Composition that focuses on writing issues commonly faced by English Language Learners such as article usage, count and non-count nouns/adjectives, verb forms and verb placement, adjective and adverb placement, and idiomatic usage.

ENG 1033 Academic Writing This course focuses on college-level academic writing and research. Students practice independent research skills as they write formal paragraphs and essays that effectively analyze and synthesize source materials. Students also revise their writing in response to feedback. Careful documentation of source materials is expected of all students, with MLA style emphasized in class. Formal, edited English is expected of all students. Students that earn less than a C- must repeat course in the following semester. Student must earn a course grade of C- or higher to meet the writing intensive course requirement.

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 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 2143/4023 Great Authors This course offers a deep examination of multiple works by one of the great writers in American or British literature. The course may be repeated for credit provided the topic is different.

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 2403/3403 Topics in American Literature This variable-topic course provides a study of a selected theme, time period, group, or movement in American Literature. 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.

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, considering 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. Criticism and theory are viewed in the context of the institutional changes of English as a discipline

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 consists 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 presents 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 2013 Introduction to Sustainable Development This course is designed to provide students with foundational knowledge about the theoretical, historical, and policy contexts, which led to the emergence of sustainable development. Students will have the opportunity to examine the concept of sustainable development within their disciplines (majors or minors). Through class activities, students will examine divergent conceptions of sustainable development keeping in mind the need to address global pressing issues, such as climate change and global hunger and poverty.

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 This course 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/ Conversation 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 3063 Environmental Health Sciences The relationship between human health and the environment will be explored as we study the major environmental issues facing society in the twenty-first century. Beginning with an overview of basic environmental principles we will explore the human impact of the air that we breathe, the water that we drink, the food that we eat, and the climate in which we live.

ENS 3073 Introduction to Science Technology and Society (STS) This course examines the relationship between scientific study, technological innovation and social values. Students will explore how societal factors (socio-economic values and political ideologies) shape scientific research and technological innovation, and in turn, how science and technology cause social and cultural changes. This course will equip students from both the social and natural sciences with appropriate knowledge to examine how their scientific interests interact with dominant social and cultural values.

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.

ENS 4113 Participatory Action Research and Sustainability This course is designed for students who are interested in careers related to applied research, community building, and community organizing. This course will equip students with practical skills to mobilize different stakeholders to address collaboratively environmental issues. The course requires a high level of engagement, tolerance of policy and political differences, and solution-based thinking.

Exercise Science

EXS 1003 Physical Activity and Health The course introduces students to physical activity as a health determinant, domains of physical activity, current federal physical activity guidelines and the research behind them, and determinants of physical activity. Students will gain an understanding of the individual, social, and environmental factors that influence physical activity participation and ultimately physical fitness and health throughout the life cycle.

EXS 3014 Exercise Physiology The study of the effects of exercise on various systems of the body. The course will involve effects before, during and after exercise. Long-term results of exercise will also be included. Seventy-five-minute mandatory weekly laboratory experiences are included. Prerequisites: junior standing and at least C- in all of the following courses: EXS 1003 Physical Activity and Health, HSC 2024 Fundamentals of Human Physiology, MTH 1104 Precalculus.

EXS 3123 Biomechanics This course utilizes principles of physics, mathematics, and human anatomy and physiology to study the function/action of skeletal muscles and analyze human motion as related to sport activities, injuries, and sport techniques. Principles of statics, dynamics, and material mechanics are integral parts of this course to describe and understand human motion. Prerequisites: junior standing and at least C- in all of the following courses: MTH 1104 Precalculus, EXS 1003 Physical Activity and Health, and HSC 2024 Fundamentals of Human Physiology.

EXS 4213 Strength and Conditioning This course focuses on the anatomy and physiology of strength and conditioning theory and practice. It serves as preparation for the NCSA National Certification Exam for the Certified Strength and Conditioning Specialist (CSCS) certification. Prerequisite: junior standing and at least C- in all of the following courses: EXS 1003 Physical Activity and Health, HSC 2014 Fundamentals of Human Anatomy and HSC 2024 Fundamentals of Human Physiology.

EXS 4224 Exercise Prescription A course designed to introduce the fundamental techniques in the assessment of aerobic and anaerobic fitness and prescription of exercise to improve these fitness components in healthy adults and select special populations. The course serves as preparation for the ACSM Exercise Physiologist Certification. Seventy-five-minute mandatory weekly laboratory experiences are included. Prerequisite: junior standing and at least C- in all of the following courses: EXS 1003 Physical Activity and Health, HSC 2014 Fundamentals of Human Anatomy, HSC 2024 Fundamentals of Human Physiology, MTH 1104 Precalculus.

EXS 4023 Special Topics in Exercise Science A course designed to reflect on various specialty topics within the field of exercise science, varying needs of students, and expertise of the faculty. This course can be taken multiple times given that the topic is different. Prerequisites: junior standing and at least C- in all of the following courses: EXS 1003 Physical Activity and Health, HSC 2014 Fundamentals of Human Anatomy, HSC 2024 Fundamentals of Human Physiology, MTH 1104 Precalculus. Depending on the topic, additional upper-level prerequisites may apply. (E.g.: at least C- in EXS 3123 Biomechanics if the special topic is Running Mechanics and Gait Analysis).

Finance

FIN 2003 Introduction to Investments This course is an introduction to different investment categories and investment decision-making techniques. The academic review includes fixed-rate investments, variable-rate investments, fixed assets investment, decision-making techniques such as Internal Rate of Return, and decision criteria for corporate and personal investments. Prerequisite: MTH 1053 Introduction to Statistics.

FIN 4003 Business Finance This course includes financial policies of businesses, financial analysis, forecasting, working capital, current asset management, sources of short-term and long-term financing, capital budgeting, equity, and debt financing, and financing costs. Prerequisites: ACC 1003 Principles of Financial Analysis, ACC 2023 Accounting for Managers or ACC 3213 Cost Accounting, MTH 1053 Introduction to Statistics, and senior status.

FIN 4013 Risk Management This course focuses on risk management and hedge funds to protect investments. The academic review includes risk definition, valuation of risk alternatives, hedge funds, value at risk (VaR), expected shortfall (ES), external credit ratings, Basel III methodology, and expected and unexpected losses. Prerequisite: ECN 3303 Money and Banking.

FIN 4023 Finance Topics A course designed to reflect the dynamic field of finance. Finance Topics provides an in-depth study of issues pertinent to finance majors. Prerequisite: junior standing and FIN 2003 Introduction to Investments.

FIN 4113 Public Finance This course is an introduction to government financing. The academic review includes sources of income, expenditures, administration of government funds, and economic effects of taxation. Prerequisite: FIN 2003 Introduction to Investments and Junior standing.

FIN 4123 Portfolio Management This course is intended as the capstone course designed to culminate the student's Finance studies. The assessment will comprise a thorough corporate investment analysis, and the academic review includes variable investment portfolio setup, stocks, bonds, private investment, and investment distribution. Prerequisite: FIN 4003 Business Finance and FIN 4013 Risk Management.

Geography

GEO 2033 Geography This is an introductory course into the basic methodologies of the discipline. Students are also exposed to the subject areas of physical, regional, and cultural geography.

Health Promotion

HLP 1003 Introduction to Health Promotion This introductory course explores health promotion and the different levels of prevention at individual, community, and population levels. The course explores the historical and philosophical development of health education & promotion and public health in the United States, and specific health-related behavior theories and models that guide practice in the field of public health, specifically in the area of health education and promotion and in human behavior change. The course identifies areas of responsibilities and competencies for an entry level health educator as described by the Competency-Based Framework for Health Educators, (NCHEC).

HLP 2003 Health Leadership This course aims to provide students with the background knowledge and skills to make effective leaders in healthcare. The course will emphasize both theory and application of leadership principles, and students will cover topics such as qualities of effective leaders, team collaboration dynamics, and strategies for promoting change within healthcare. Students will advance their interpersonal communication skills, ethical and critical thinking skills, conflict resolution, and confidence throughout the course.

HLP 3003 Health Management and Administration This course provides an introduction to management and administration principles as they relate to health organizations. This course will explore organization and management topics within public health settings including management theory, healthcare policy, human resources, quality improvement, organization dynamics, strategic planning, technology and information systems, legal and ethical issues, policies, employee relations, budgeting, marketing, and grant writing. Upon completion of the course, students will have insight into the functioning of healthcare organizations and will be prepared to manage healthcare entities. Prerequisite: at least C- in all of the following classes: MTH 1053 Intro to Stats and HLP 2003 Health Leadership.

HLP 3104 Health Assessment This course introduces fundamental techniques in the assessment of health behaviors, population health status, and individual (clinical) health status. These assessments are central to health promotion. As such, the course provides the measurement skills expected of health promotion professionals and is required competence for the Health Education and Promotion major. Successful completion of this course will provide students with two critical proficiencies: 1) the ability to interpret the research literature that supports health promotion practices; and 2) the competency to assess health behavior and health status including pre- and post-participation health screenings, physical fitness, physical activity, diet, and sleep. General measurement and research concepts will be introduced, and students will have laboratory practice in sphygmomanometry, spirometry, anthropometry, accelerometry, sleep tracking, computerized dietary assessments, and graded exercise testing. The course includes weekly lectures and 75-min labs. Prerequisite: junior standing, and at least C- in all of the following classes: HSC 2014 Fundamentals of Human Anatomy AND one of the following: HLP 1003 Intro to Health Promotion OR EXC 1003 Physical Activity and Health.

HLP 4103 Planning and Evaluating Health Interventions Evaluation is a core function of health promotion and health system leadership. It provides evidence to improve the design, delivery, reach, and impact of health interventions in the many different contexts of the health system. This course develops student competencies in health intervention evaluation, including stakeholder consultation, evaluation of design and planning, needs assessment, logic modelling, evaluability assessment, and relevant conceptual frameworks relevant to evaluation in public health and health system practice and leadership. This is underpinned by exploration of the different evaluation approaches and designs and the research and evaluation methods used in evaluation practice. This course will integrate students' knowledge from their previous coursework in preparation for planning a health intervention. Prerequisite: at least C- in all of the following courses: HLP 2003 Health Leadership and PSY 3053 Health Psychology.

HLP 4123 Health Policy This course is designed as an introduction to health policy, with a focus on the various ways in which government and shareholders can influence and alter health and healthcare. Prerequisite: Junior standing and at least C- in HLP 2003 Health Leadership.

HLP 4203 Special Topics in Health Education and Promotion A course designed to reflect on various specialty topics within the field of health education and promotion, considering the varying needs of students and expertise of the faculty. This course can be taken multiple times given that the topic is different. Prerequisite: completion of the LENS 3 foundation courses for Health Education and Promotion major with at least C-, AND at least C- in all of the following courses: HLP 1003 Introduction to Health Promotion, and HLP 2003 Health Leadership.

Health Science

HSC 1033 Medical Terminology This course is designed to teach students the language of health professionals rooted in Greek and Latin. The course takes a systems approach while discussing word structures and construction, pronunciation and spelling, medical abbreviations and acronyms, and the terminology for diagnosis, disease, and treatment.

HSC 2014 Fundamentals of Human Anatomy This course focuses on the science of understanding the structure of the human body. This course takes a systematic approach to explain the structural arrangement of the major systems of the body and how they interact with each other. The fact that function is often said to follow structure means that functional elements are a meaningful part of the course. We will emphasize how things look, how they are put together, how their structure relates to function, and how structures adapt to change.

HSC 2024 Fundamentals of Human Physiology This course investigates the fundamental physiological processes in humans, using a systems approach to study integrated functions at the biochemical, cellular, organ, and system level. The systems studied will include

nervous, muscular, cardiovascular, respiratory, urinary, gastrointestinal, endocrine, immune, and reproductive. This course is designed to be a general introduction to the study of human physiology.

HSC 2103 Nutrition The aim is to present the basic facts and fundamental concepts of nutrition as they relate to health and wellness. Topics included are nutrients; carbohydrates, fats and proteins; vitamins and minerals; energy balance and weight control; and nutrition throughout the life cycle.

History

HIS 1003/3003 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. Students who take the course for upper-level credit will receive additional assignments.

HIS 1023 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 1033 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 1123 United States History I Surveys the major social, economic, cultural and political issues that helped shape the region of the present-day United States 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 1133 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 twenty-first century. Highlights include industrialization, government reform movements, imperialism, mass culture, and the nation's involvement in a changing international order.

HIS 2103 History Workshop Introduces students to the primary components of historical interpretation and presentation. Students will learn how to read primary sources, locate and utilize secondary sources, compare and contrast evidence, synthesize complex material, build cohesive historical arguments, organize written presentations effectively, and formally acknowledge their sources.

HIS 3153 Colonial and Revolutionary America Provides a detailed examination of selected events, themes and issues relevant to European colonization of North America. 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 movements for colonial independence. This course may be repeated for credit provided it covers a different topic.

HIS 3163 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.

HIS 3173 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. This course may be repeated for credit provided it covers a different topic.

HIS 3183 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. This course may be repeated for credit provided it covers a different topic.

HIS 3233 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. This course may be repeated for credit provided it covers a different topic.

HIS 3253 Ancient and Medieval History Provides a detailed examination of selected events, themes, and issues in ancient and medieval Mediterranean and European history. 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. This course may be repeated for credit provided it covers a different topic.

HIS 3263 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. This course may be repeated for credit provided it covers a different topic.

HIS 3323 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. This course may be repeated for credit provided it covers a different topic.

HIS 3273 History of Western Art I Surveys major artistic and cultural developments in Western civilizations from pre-historic Europe through the Central Middle Ages. Students will explore key artistic movements and styles, including Paleolithic cave paintings, Neolithic monuments, ancient Mediterranean civilizations (Mesopotamian, Egyptian, Aegean), Greek and Roman art, Early Christian and Byzantine aesthetics, and the innovations of the Early Medieval and Romanesque artisans. Emphasis will be placed on the function, symbolism, and historical context of artworks, as well as their connections to religious, political, and societal changes.

HIS 3283 History of Western Art II Surveys the major artistic movements and cultural developments in Western art from the High Middle Ages through the early 19th century. Students will explore the evolution of Gothic art and architecture, the Renaissance and its revival of classical ideals, the dramatic innovations of the Baroque period, the refined elegance of the Rococo style, and the rise of Neoclassicism and Romanticism. Emphasis will be placed on the social, political, and intellectual contexts that shaped artistic production, as well as the shifting roles of artists and patrons.

HIS 3433 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. This course may be repeated for credit provided it covers a different topic.

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 and three hours of 3000-level History electives.

Information Science

INS 1103 Foundations of Information Technology This course provides a professional overview of using computers. Students will be introduced to computers, including their history, hardware, operating systems, program languages, software, databases, networking, data storage, and system security.

INS 1203 Introduction to Data Analytics This course will explore and achieve functional competencies in the use of specific analytical tools including spreadsheet software. Students will create, manipulate, and validate spreadsheet data, functions, and techniques to solve various problems. Statistical methods and interpretation will also be covered including graphic methods, measures of central tendency, probability sampling, and relative and index variables. Prerequisite: MTH1053 Introduction to Statistics.

INS 2103 Programming Fundamentals This course introduces students to the process of creating and implementing typical solutions to problems requiring computer programming skills and understanding. The focus in this course will be to help the student understand the basic concepts of computer programming with an emphasis on data analysis using languages associated with the discipline. Prerequisites: MTH 1053 Introduction to Statistics.

INS 3103 Management Information Systems This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used strategically by global organizations. Coursework bridges the divide between technical and nontechnical professionals. Concepts and issues related to the design and implementation of information systems will be covered in addition to enterprise systems and IT project management. Prerequisites: INS 1103 Foundations of Information Technology, INS 1203 Introduction to Data Analytics.

INS 3203 Database Management Systems This course covers the history and evolution of relational database management systems (RDBMS). Students learn techniques for data modeling, data retrieval using SQL, data warehousing, and database administration. Additional non-relational databases and their appropriate use-case are discussed. Project work using a full-featured database is expected. Prerequisite: INS 1103 Foundations of Information Technology, INS 2103 Programming Fundamentals.

INS 4103 Intermediate Data Analytics An applied study of various aspects of descriptive, predictive, and prescriptive data analytics using enterprise-grade software platforms. Additional topics such as text mining and social media analytics will be addressed. This course contains project work. Prerequisites: INS 1203 Introduction to Data Analytics, INS 2103 Programming Fundamentals.

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 1012 Ozarks Seminar This course facilitates the transition to college and introduces students to Ozarks as community that values intellectual curiosity, personal responsibility and mutual accountability. The seminar format promotes discussion and interaction among students and their instructor 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 Chief Academic Officer, 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.

IND 4001 LENS Capstone A weekly seminar that helps students in their final semester bring together their educational experiences at Ozarks and prepare themselves for full lives after graduation. Prerequisite: At least 96 earned credit hours, and completed application for graduation.

Management

MGT 1003 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 This course includes job design and staffing functions within organizations. The academic review includes recruitment, selection, and training of employees, career development issues, performance appraisal, organization exit, employee compensation, labor-management relations, and government regulations. Prerequisite: MGT 3203 Organizational Behavior.

MGT 3203 Organizational Behavior This course analyzes behavioral aspects of individuals, teams, and their relationship towards organizations. The academic review includes perception and learning, the content and process theories of motivation, job design, intragroup and intergroup behavior, power and conflict, decision making in groups, and how to achieve and maintain job satisfaction. Prerequisite: MGT 1003 Survey of Management.

MGT 3303 Operations Management This course includes the analysis of operations management. The academic review includes product and systems development, resource planning, control measures, automation, process technology, forecasting, inventory management, operations scheduling, cost efficiency, and quality control. Prerequisites: MGT 1003 Survey of Management, MTH 1053 Introduction to Statistics.

MGT 4113 Management Strategy This course is the capstone course designed to culminate the student's Management studies. The assessment will comprise of a thorough corporate strategical analysis, and the academic review includes research into the strategic problems of management with emphasis on case problems and solutions. Prerequisite: FIN 4003 Business Finance.

MGT 4133 Management Topics A course designed to reflect the dynamic field of management. Management Topics provides an in-depth study of issues pertinent to management majors. Prerequisite: junior standing and MGT 1003 Survey of Management.

Marketing

MKT 1013 Marketing Concepts An introduction to the foundational concepts of marketing. This course will assess, understand, and target the marketplace and apply product, price, promotion, and distribution strategies to a product. Students will write and present a marketing plan.

MKT 2013 Digital Marketing A study of the digital tools and tactics used to promote products, brands, and companies through digital channels, such as mobile apps, websites, email, video, social media, and search engines. Students will study content marketing, digital advertising, social media strategy, email marketing, website design, graphic and video design, and search optimization. Prerequisite: MKT 1013 Marketing Concepts.

MKT 2103 Consumer Behavior A study of the influences that affect the consumer decision-making process. This course focuses on demographic and situational factors, social influences, psychological processes, information processing, and various mediating factors. Prerequisite: MKT 1013 Marketing Concepts.

MKT 3213 Marketing Research An overview of various research methods, techniques, and applications relevant to marketing, focusing on quantitative methods. Students present research results in both written and oral formats. Prerequisites: and MKT 3223 Decision Making with Information Technology, MTH 1053 Introduction to Statistics.

MKT 3223 Decision Making with Information Technology Students will develop problem-solving strategies by utilizing standard information technology programs (e.g., Excel, SAS, etc.). Through the synthesis of computational thinking and problem solving, the student will be able to apply these skills in their chosen vocation within the discipline of business. Prerequisite: MKT 1013 Marketing Concepts.

MKT 4023 Marketing Topics A course designed to reflect the dynamic field of marketing. Marketing Topics serves as an in-depth study on topics pertinent to marketing majors. This course may be repeated for elective credit, provided the topic is different. Prerequisites: junior standing and MKT 1013 Marketing Concepts.

MKT 4113 Integrated Marketing Communications A study of the promotion mix with an emphasis on coordinating marketing communications. Students will develop objectives, budgets, and an integrated marketing communication plan for advertising, personal selling, sales promotion, public relations, and publicity. Prerequisite: MKT 2013 Digital Marketing.

MKT 4213 Global Marketing A study of the implications of globalization for marketing. Students will study the impact of social, cultural, economic, and political variables on global marketing strategies. Prerequisite: MKT 1013 Marketing Concepts.

MKT 4233 Strategic Marketing This capstone course explores the strategic aspect of marketing. Students will bring together their prior knowledge of marketing and business to analyze the business environment, industry, and competition using business cases and projects and develop marketing strategies for different scenarios. The course will discuss planning and implementation strategies, among other issues around the strategic approach towards marketing. Prerequisites: BSA 2003 Business Communications, MKT 4113 Integrated Marketing Communications, and junior or senior status.

Mathematics

MTH 1003 Foundations of Mathematics This course is designed to provide an introduction to college level mathematics including the fundamentals of algebra and statistics.

MTH 1033 College Algebra This 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 with a C- or better, or its equivalent.

MTH 1053 Introduction to Statistics 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 one sample hypothesis testing for means and proportions, correlation, and simple linear regression.

MTH 1104 Precalculus This course is designed to provide additional mathematical background before enrolling in the calculus sequence. Course topics include college algebra and trigonometry.

MTH 2014 Calculus I Analytic geometry, functions, limits; continuity, derivatives of algebraic functions, applications of the derivative, antiderivatives and integration, transcendental functions. Prerequisites: MTH 1104 Precalculus with a C- or better or MTH 1033 College Algebra with a C- or better and MTH 1043 College Trigonometry with a C- or better.

MTH 2024 Calculus II Application of integration, Techniques of integration, indeterminate forms, sequences and series, conics, parametric equations and polar coordinates. Prerequisite: MTH 2014 Calculus I with a C- or better.

MTH 2033 Mathematics Curriculum This course addresses the knowledge 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 knowledge 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 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 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 1104 Precalculus

with a C- or better or MTH 1033 College Algebra with a C- or better and MTH 1043 College Trigonometry with a C- or better.

MTH 3013 Modern Geometry A modern development of Euclidean geometry with an introduction to non-Euclidean geometry. Prerequisites: completion of MTH 2014 Calculus I with a C- or better and MTH 2123 Discrete Mathematics with a C- or better.

MTH 3023 Differential Equations A study of techniques for solving various types of differential equations. Prerequisite: completion of MTH 2024 Calculus II with a C- or better.

MTH 3033 Probability and Statistics Discrete and continuous random variables, probability distributions, moments and limit theorems. Prerequisite: MTH 2024 Calculus II with a C- or better.

MTH 3053 Introduction to Statistics II This course is a continuation of MTH 1053, Introduction to Statistics. Topics covered will include two population hypothesis testing and logistic regression, Goodness-of-Fit, Analysis of Variance and Non-parametric tests. Prerequisites: MTH 1053 Introduction to Statistics with a C- or better.

MTH 3114 Calculus III Calculus of several variables and vector calculus. Prerequisite: MTH 2024 Calculus II with a C- or better.

MTH 3123 Linear Algebra Matrices and matrix algebra, systems of linear equations, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisites: MTH 2014 Calculus I with a C- or better.

MTH 4043 Introduction to Abstract Algebra An introduction to algebraic structures, primarily groups, rings and fields. Prerequisites: MTH 2024 Calculus II with a C- or better and MTH 2123 Discrete Mathematics with a C- or better.

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 with a C- or better, 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. Prerequisites: MTH 2123 Discrete Mathematics with a C- or better and MTH 3114 Calculus III with a C- or better.

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. Prerequisite: MTH 4043 Abstract Algebra with a C- or better and a senior standing mathematics major.

MTH 4881-3 Internship The internship is designed to provide students with experience in mathematics or related field under the supervision of a professional in the field and a member of the faculty. Prerequisite: junior or senior standing mathematics major.

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 in Music.

MUS 1001/3011 Music Technology This course introduces the fundamentals of music technology geared to the needs of the 21st Century musician, with a focus on common music hardware and software.

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 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 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.

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 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 2001/3001 Popular Music Ensemble A learning and creating class and popular music ensemble of incorporating a wide variety of modern and popular music. This ensemble includes drums, electric bass, electric/acoustic guitar, keyboard/piano, and electronic instruments. May be repeated for credit. Prerequisite: Permission of the Instructor.

MUS 2013 Music History I- Western Music History 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 Modern Era.

MUS 2023 Music History II- Popular Music History This course is a survey of popular music genres, musicians, and repertoire from the 20th Century to the Modern Era.

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 2501, 3501 University Choir A non-auditioned ensemble that performs music from a wide variety musical styles. Prerequisites: Ability to match pitch. May be repeated for credit.

MUS 3002 Piano Methods Group instruction in piano designed to foster functional technique, accompanying skill and literature appropriate to the demonstrated ability of the individual student.

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 Unlike MUS 3003 Movie Music, which is a historical survey of all types of film music, this course is focused in more depth on a specific genre (e.g., Music for Fantasy Films), composer (e.g., The Film Music of John Williams), or series of multiple works (e.g., Music for The Lord of the Rings). It is recommended that MUS 3003 be taken first, but it is not a formal prerequisite; both music students and general students are welcome in this class. The course may be repeated for elective credit, provided the theme or topic is different.

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

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

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

MUS 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 2033 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 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 3043 Methods of Teaching Physical Education & Health in Secondary Schools The basic purpose of this course is to prepare the secondary physical education instructor to deliver the coordinated school health curriculum. Focus will be on developmentally appropriate content for teaching students in grades seven through twelve. 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 3053 Child Growth & Motor Development The study of humans from conception to maturation dealing with the pattern of growth involved in the physical and mental process. Includes motor development and motor behavior theories and principles related to fundamental motor skills, skillful movement, physical activity, and fitness.

PHE 3063 Health Education This course deals with the various phases and content in the public-school health program. The main area of emphasis is upon the methods of teaching and presenting these various health subjects. Some of the areas covered are nutrition, mental health, drug education, environment health and physical fitness.

PHE 3073 Care and Prevention of Athletic Injuries This course is designed to prepare coaches in the prevention, care, recognition and management of athletic injuries. Topics of emphasis include the set-up and design of an athletic training facility, research in sports medicine related topics and understanding the profession of athletic training. This course also focuses on hands-on skills such as preventive taping and emergency splinting. Prerequisite: HSC 2014 Fundamentals of Human Anatomy

PHE 3223 Measurement and Evaluation This course is an introduction to measurement theory and selection of appropriate tests for the physical educator. Test construction, interpretation of tests and evaluation of results are explored in the cognitive, psychomotor and affective domains, as well as physical fitness and sports skills.

PHE 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 Critical Thinking and Logic This course introduces students to techniques in basic reasoning, dialogue, logic, formal argument, informal fallacies, and forms of critical theory. It examines what thinking is, and what makes thought distinctively critical.

PHL 1113 Ethics, Religions, Cultures This comparative ethics course explores the interplay of philosophy and religion in the development of ethics in the context of differing world-views and cultures. This will include effort to look at Asian, Western, and Indigenous religious traditions, as well as philosophical moral theories. It will examine ways religions attempt to make people better as well as why there appears to be conflicts between religions. It will also focus on ways religious communities and thinkers address social injustices such as ableism, racism, and sexism.

PHL 2013 Philosophical Questions This course provides students with an investigation into the various ways philosophy begins with wonder, examining philosophy's fundamental questions centered in epistemology, metaphysics, ethics, key personalities, and/or historical developments. Philosophy involves asking as well as developing critical yet courageous responses to fundamental questions about the meaning of life, the nature of reality and perception, and much more.

PHL 2033 Moral Philosophy This course provides students with a study of the major philosophical positions concerning the good life, right and wrong, duties and obligations, values, virtues, and responsibility. It addresses theories of how people strive to live to the fullest, and differences between goodness and happiness.

PHL 2093 Philosophy of Language This course provides students with a survey of major themes in philosophy of language in the last two centuries. Topics vary and may include metaphor, reference and sense, and universals. It will also include looking at the diversity of languages and cultures, how languages attempt to capture truth, and differences between description and fiction.

PHL 2113 Phenomenology and Existentialism This course provides students with an exploration of the phenomenological movement and the existentialist tradition through the themes of consciousness, subjectivity, experience, meaning, authenticity, absurdity, and anxiety. Figures may include Kierkegaard, Nietzsche, Heidegger, Beauvoir, and others.

PHL 2123 Critique of Racism The course examines assumptions behind questions of race, ethnicity, and identity, and considers political, ethical, metaphysical, and epistemological implications of racial and ethnic designations such as African-American Blackness, American Latinx, as well as Indigenous, Middle Eastern, White, and Asian categories. It will look into systematic analyses of the construction of evolution of the concept of "race" anchored in contemporary racial politics and systemic injustices.

PHL 2133 Metaphysics and Epistemology This course combines the study of knowledge and study of reality. Epistemology is the study of how we know what we know and the truth or falsity of beliefs, and metaphysics is the study of reality and the fundamental features of the world. This course explores fundamental themes in these areas, such as the mind/body problem, the relations between freedom and determinism, the question of divine beings, the limitations of human knowledge, the justification of belief, and more.

PHL 3013 From Greek to Arabic Philosophy This course provides students with a survey of key figures, ideas, and themes in ancient and medieval philosophy, from the Presocratics and Plato to Maimonides and Ibn Rushd. Ancient philosophers were the first to try to think for themselves without the security of religions and myths. Topics will include their theories of reality, the good life, the nature of religion and the divine, and more.

PHL 3023 Modern Philosophers A critical study of philosophy from Descartes through Kant and into 19th century thinkers, movements and topics. Modern philosophers, influenced by the Scientific Revolution and the Renaissance, raised entirely new questions about the human condition in relation to the vast universe, the reliability of empirical sciences, the nature of the mind, and more. These questions moved into the 19th century with questions about individuality and economic society with the German Idealists, Hegel, Marx, Mill, Kierkegaard and Nietzsche. Some attention will be given to the broader global context, such as the rise of the Kyoto School of Buddhism. This course provides students with a survey of key figures, ideas, and themes in modern and contemporary philosophy, with attention paid to the broader global context.

PHL 3053 Business and Professional Ethics This course provides students with opportunities to examine ethical virtues in professional, including economic policies, government regulations, and educational systems. Ethical considerations transcend specific case studies to broader global issues such as environmental sustainability to repercussions of colonialism. Topics may include the nature of corporations, economic justice, employee rights and duties, product and production safety, and/or the morality of hiring/firing.

PHL 3093 Feminist Philosophies This course provides students with a study of feminist challenges to the dominant patriarchal perspectives in philosophy. It will look at how the rational subject is gendered and has a limited perspective, and what implications standpoints have for epistemology, metaphysics, and ethics.

PHL 3113 Political and Legal Philosophy A study of moral, existential, and metaphysical dimensions of laws and rights, war and state sovereignty, and global politics. Classical and contemporary political philosophy addresses theories about social orders and questions about the nature of civic liberty, such as the freedom of speech and religion, from a critical perspective. This course will examine limits of individual freedoms, the nature and legitimacy of political authority, problems of white supremacy, sexism, and ableism as these challenge advocacy for inclusion, the proper expression of distributive justice, and more.

PHL 3123 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.

PHL 3213 Hermeneutic Philosophy and Interpretation Hermeneutics is the art and science of interpretation. This course will examine philosophies about how to interpret texts and art. It will look into theories that explain how two people can read the same book or listen to the same music and get different meanings from them. It will also focus on whether some interpretations are better than others, and the notions of authorial intent and original audience.

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 or Philosophy of Mind. Students may repeat the course for credit provided the topic is different.

PHL 4633 Bioethics A study of moral, existential, and metaphysical dimensions of biological and medical technology and research. The course examines assumptions made in human and animal experiments, genetic modification and reproduction, rights in healthcare, doctor/patient relationships, end of life decisions, and more. The concepts of health, disease, and debility will be assessed. The approach will be both philosophical and practical, in the attempt to apply ethical theories to biomedical issues.

PHL 4901-4902 Senior Seminar in Philosophy 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 the instructor and they will present the conclusions of their work in the form of a senior thesis and an oral presentation. Philosophy majors Students will also complete a comprehensive exam in philosophy. Prerequisite: Philosophy Major Senior status, or the permission of the instructor.

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 1104 Pre-Calculus.

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 1013 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 1033 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 2003 Introduction to International 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 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 2103 Introduction to Strategic Studies An introduction to the development and practice of military strategy and its relationship to political objectives throughout history. 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 2083 Voting Behavior and Elections This course explores how Americans form their political beliefs and values, and how those beliefs and values influence their voting behavior. The impacts of partisanship, ideology, psychology, economic class, ethnicity, religion, and education are considered.

PLS 3013 Comparative Politics 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. A particular emphasis is placed upon political theories from theorists from Western and non-Western states. Case studies are balanced between large and small states and Western and non-Western states. Prerequisite: PLS 1033 International Relations.

PLS 3183 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. Additionally, the course examines 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. Prerequisite: PLS 1013 American National Government

PLS 3113 Research Methods in Political Science This course is a broad overview of the basic conceptual tools and qualitative/quantitative techniques used in the study of political science. In this course, students will learn how to develop research questions, conduct original research, and conduct an analysis with the view to completing the foundation of a research proposal and paper. Prerequisite: PLS 1013 American National Government or PLS 1033 International Relations and Junior/Senior Standing (Political Science Majors only)

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. Prerequisite: PLS 1013 American National Government or PLS 1033 International Relations.

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. Prerequisite: PLS 1013 American National Government or PLS 1033 International Relations.

PLS 3173 Politics and Economics of the Developing World This course will be a broad survey of the developing world, or “Global South”. It will start by examining the impact of colonialism on the political and economic development in the Global South. It will also include a thorough examination of contemporary issues. This includes: conflict, democratization (or lack thereof), human rights, poverty and hunger, gender, race, ethnicity, and environment and the impact of climate change. Prerequisite: PLS 1033 International Relations.

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. Prerequisite: PLS 1013 American National Government.

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. Prerequisite: PLS 1013 American National Government.

PLS 3273 European Politics This course broadly examines the political, social, and economic development of Europe and how the regions influence impacts global politics from both a historical and contemporary examination. Prerequisite: PLS 1033 International Relations

PLS 3413 State and Local Government and Politics This course examines the role of state and local governments in the U.S. federal system. A particular focus is placed on the structure and function of governmental operations. The course also examines political geography and the role “place” plays in governing, political culture, and political ideology. Prerequisite: PLS 1013 American National Government.

PLS 3423 Politics of Latin America and the Caribbean This course will be a detailed examination of the social, political, and economic development of Latin America starting with colonialism and ending with contemporary issues in both regions. Such issues will include the history of authoritarianism and democratic development, the impact of the Cold War and relations with the United States, challenges to economic development, and regional relations. Case studies of individual countries will be included. The growing influence of China will also be addressed. Prerequisite: PLS 1033 International Relations.

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. Prerequisite: PLS 1033 International Relations.

PLS 4043 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. Prerequisite: PLS 1033 International Relations.

PLS 4203 Special Topics Seminar As a seminar the focus of this course is specialized topics of study designed to bring in different cultural, artistic, and nuanced lenses by which to study political science. 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. Prerequisite: PLS 1033 International Relations or PLS 1013 American National Government

PLS 44443 Senior Seminar in Political Science Students will take this course once they have reached Senior status in their political science degree. The course serves as a final seminar where students will reflect, demonstrate, and discuss how their relevant coursework has aided in their academic and professional journeys. Students will meet with the professor weekly to discuss specific topics regarding current events, research projects, graduate school/professional opportunities, and on occasion will include guest speakers. Students will be assessed through writing assignments and a final reflective paper regarding their Ozarks experience as a political science major.

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.

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 or MTH 1104 Pre-Calculus or MTH1053 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. Prerequisite: PSY 1003 General Psychology.

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.

PSY 2133 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 2213 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 3011/4011 – Research Lab Experiential laboratory experience working with a professor who is actively running a research group that term. Topics will likely fall into the domain of the instructor's interests but there is some flexibility for students to shape research questions. May result in conference presentations or publication. Research Lab can be repeated for multiple semesters. Prerequisites: Consent of the instructor, Psychology Major.

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.

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 organize and interpret sensory information. Vision and audition will be the focus. Prerequisite: PSY 1003 General Psychology.

PSY 3093 Psychology of Sport Provides an overview of the field of sports psychology which explores topics in competition, motivation, exercise, resilience, performance and health. The course will approach these topics with an emphasis on application in order to help individuals perform better by examining a variety of factors that might help a person operate more closely to their potential. Students will get to test out their knowledge first-hand through projects and activities on campus. Prerequisites: PSY 1003 General Psychology and PSY 3053 Health Psychology.

PSY 3113 Developmental Psychology Childhood Principles of growth and development as these apply from birth through childhood. Physical, intellectual, emotional and social changes will be considered. Prerequisites: PSY 1003 General Psychology and PSY 2133 Lifespan Development.

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. Prerequisites: PSY 1003 General Psychology and PSY 2133 Lifespan Development.

PSY 3153 Psychology and the Law An examination of the legal system through the use of psychological concepts, methods and research results. A coverage of a number of topics relevant to social sciences include dilemmas that persist and recur, such as the right of the mentally ill, eyewitness identification, the punishment prescribed by judges, jury selection, criminal investigation and the

rights of victims and children. Examples of actual cases and trials are used in the course to apply psychology's scientific findings in the legal system.

PSY 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 2213 Physiological Psychology.

PSY 3313 Adult Development and Aging Study of development during adulthood and later life. This course will address multiple (e.g., physical, cognitive, socioemotional) aspects of adult development and aging. Prerequisites: PSY 1003 General Psychology and PSY 2133 Lifespan Development

PSY 3813 Psychological Pathways 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. Prerequisites: junior status, Psychology major.

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 Research Design and Analysis I, and junior status.

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 Research Design and Analysis I.

PSY 4083 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, micro skills 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. Prerequisites: PSY 1003 General Psychology and PSY 2023 Abnormal Psychology, and senior status.

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, and PSY 2003 Research Design and Analysis I.

PSY 4813 Independent Experience This course provides students the opportunity to explore an area of their interest in more depth. Students interested in this experience will propose their idea to the Psychology faculty in spring of their junior year, and if accepted will work with a specific faculty member who will oversee their experience. This might be in the form of a research project, in-depth literature review, or a creative hands-on project such as working on campus to promote better mental health, etc. Prerequisites: PSY 4023 Research Design and Analysis II, senior status, Psychology major

Religion

REL 1003 Hebrew Bible/Christian 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 Asian Philosophies and Religions This course examines historical origins, religious and philosophical texts, as well as cultural practices of diverse religions throughout Asia. Special attention is given to the way in which texts, cultures and traditions influence ethical systems.

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: Hebrew Bible An advanced course on issues and methods of Biblical interpretation, exploring a specific book or genre from the Hebrew Bible (also called the Christian 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 Religions 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 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 3053 Approaches to the Study of Religion This course surveys the major academic theories that seek to define, explain and interpret religious phenomena.

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 4901-4902 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 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 Sociology 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 3033 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 1205 Intensive Elementary Spanish II

SPN 3103 Readings in Spanish This course enables students to improve, through the study and analysis of a wide variety of texts, 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 2043 Intermediate Grammar or SPN 2033 Intermediate Conversation.

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. Prerequisites: SPN 2043 Intermediate Grammar, SPN 2033 Intermediate Conversation.

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. Prerequisites: SPN 2033 Intermediate Conversation, SPN 2043 Intermediate Grammar

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.

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 2093 Educational Assessment.

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 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 six 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. Prerequisite THR 1023 Stagecraft.

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 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 3043 Voice and Movement This course is designed for students to enhance their abilities in physical performance. Emphasis is placed on developing an understanding of the body and voice as instruments of expression and communication. Students explore embodied techniques as they engage with a variety of poetic and dramatic texts, bringing them to life in performance. Prerequisite THR 2013 Fundamentals of Acting.

THR 3073 Modern U.S. 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 3103 Topics in Theatre This course offers a rotating focus on theatre topics in design, technology, performance, theatre history, or performance studies. This course may be repeated for credit provided the topic is different. Prerequisite THR 1013 Introduction to Theatre and THR 1023 Stagecraft.

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. Prerequisites: THR 1013 Introduction to Theatre or THR 2013 Fundamentals of Acting.

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.

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.

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. Prerequisite: THR 1023 Stagecraft.

THR 3203 Stage Management This course studies the principles and systems of stage management, with particular emphasis placed upon developing effective organizational tools and communication techniques. Practical application of stage management skills in University Theatre production is required. Prerequisite THR 1013 Introduction to Theatre.

THR 3213 Stage Makeup This course focuses on the principles of theatrical makeup techniques, including character analysis and practical application. The course contains a lab component for practical application. Prerequisite THR 1013 Introduction to Theatre.

THR 3303 Playwriting This course focuses on writing plays for workshop criticism and festival submission; Student practice in techniques of exposition, characterization and dramatization while writing short play for staging. Prerequisite THR 1013 introduction to Theatre.

THR 3433 Professional Preparation This course focuses on building professional habits and a digital portfolio. The class will assist students in bridging the professional world by researching internships and the business of theatre. All theatre majors are required to enroll in this course during the fall semester of their sophomore or junior year.

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.

THR 4043 Advanced Acting This course examines methods and exercises for increasing the actor's concentration while training the actor's sensory, emotional, and physical instrument for contemporary realism. Prerequisite THR 2013 Fundamentals of Acting.

THR 4233 Senior Project In this course, students, by invitation of the Theatre faculty, undertake a major project which will often coincide with the regularly scheduled University Theatre seasons of play. Areas for project consideration include, but are not limited to, directing, costume design, lighting design, set design, theatre management, and technical direction. Students with a particular interest in performance may be invited to present a senior recital/one person show. All projects require a supporting paper and laboratory experience. Prerequisite: Senior Standing.

Other Courses

The following course numbers are used across all academic programs. These classes are used to enhance the University's course offerings by allowing variable topics classes and courses designed around students' academic and career goals. Students may enroll in and receive credit for multiple classes provided the course content differs.

1781-1784, 2781-2784, 3781-3784, 4781-4784 Special Studies A study of selected topics in the discipline. This course may be repeated for credit provided the topic is different.

3881-3883, 4881-4883 Internship This course provides students with an opportunity to apply classroom learning in an organization that lines up with their career goals under the direction of a work supervisor and the guidance of a University professor. Students must complete 45 hours of internship work for each hour of academic credit. All internships must be approved by the academic dean in the discipline in which the faculty supervisor resides. An Internship form must be filed with the office of Career Services. 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 to the faculty supervisor. Other requirements may be included in the course syllabi. Prerequisite: Junior or Senior Status

1891-1893, 2891-2893, 3891-3893, 4891-4893 Practicum Practical and applied learning experience in a discipline or profession. Practicum classes are designed so that students work directly with the teaching faculty and do not require a third party supervisor. Typically students will complete 45 hours of work for each hour of practicum credit. All practicum courses must be approved by the Chief Academic Officer or designee. 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. This course may be repeated for credit provided the topic is different.

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 Chief Academic Officer. This course may be repeated for credit provided the topic is different.

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 the Chief Academic Officer or designee must be obtained prior to enrollment. This course may be repeated for credit provided the topic is different.

The University Community

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Edward Ardeneaux IV, Associate Professor of English
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B.A., University of New Orleans

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