

2001

Harding University Course Catalog 2001-2002

Harding University

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Harding University Catalog 2001-2002



Harding began as a senior institution of higher education in 1924. As we begin each new year, we remain dedicated to the task of integrating faith into all aspects of learning and living. Our unique mission is to provide a quality education which will lead to an understanding and philosophy of life consistent with Christian ideals. We seek to instill in our students a deep and abiding faith in God along with preparation for excellence in their chosen fields.

If you are a prospective student, we invite you to visit our campus, see our facilities, meet our faculty and students, and learn as much as possible about Harding. Campus tours may be arranged through the Admissions Office, located in the American Heritage Building. The office is open 8 a.m. - 5 p.m. Monday through Friday. Admissions advisers are available on weekends by appointment.

If you are already enrolled at Harding, this catalog serves as your official academic document. We pledge our best efforts toward helping you realize your educational goals.

President

Harding University
Searcy, Arkansas 72149-0001
Telephone: (501) 279-4000
1-800-477-4407
www.harding.edu

Harding University admits students of any race, color, and national or ethnic origin. Also, in compliance with Title IX of the Educational Amendments of 1972, and section 504 of the Rehabilitation Act of 1973, Harding University does not discriminate on the basis of sex or handicap in its educational program, activities or employment except where necessitated by specific religious tenets held by the institution and its controlling body.

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Office of the Provost



Mission

Harding University is a private Christian institution of higher education committed to the tradition of the liberal arts and sciences. It is composed of the following academic units: a College of Arts and Humanities; a College of Bible and Religion; a College of Business Administration; a College of Education; a College of Nursing; a College of Sciences; and graduate programs in religion, education, business and nursing. The University serves a diverse, coeducational student body from across the United States and around the world, although the primary constituency for students and financial support is the fellowship of the churches of Christ. The board of trustees, the administration and the faculty believe that the freedom to pursue truth and high academic achievement is compatible with the Christian principles to which the University is committed. The faculty is dedicated to excellence in teaching, scholarship and service, and to their role as models of Christian living. The University community seeks to provide an environment that both supports students and challenges them to realize their full potential. Thus, **Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.** This involves the following goals:

Generally, the integration of faith, learning and living (developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle).

Specifically, the development of Christian scholarship (while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation).

The promotion of Christian ethics (creating an atmosphere that emphasizes integrity and purity of thought and action).

The development of lasting relationships (fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family).

The promotion of wellness (emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life).

The promotion of citizenship within a global perspective (developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice).

Motto

The motto of Harding University is "**Developing Christian Servants.**"

The Harding motto grows from the University mission statement with its emphasis on the integration of faith, learning and living. Students are encouraged to live lives of service to Christ and His church and, in so doing, to bless the lives of others. The development of a servant-leadership lifestyle is stressed.

The University provides sponsorship, support and encouragement for countless Christian service projects, including evangelistic and medical missions, disaster relief and aid to the disadvantaged. Thus, students become more like Christ, who came not to be served, but to serve.

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History

Harding began as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their facilities and assets, adopted the new name of Harding College, and located on the campus of Arkansas Christian in Morrilton, Ark. Harper had been founded in 1915 in Harper, Kan., and Arkansas Christian had been chartered in 1919.

Upon completion of a study begun in May 1978, the board of trustees approved the study's recommended change of Harding to university status, and on Aug. 27, 1979, the name of the institution officially became Harding University.

The college was named in memory of James A. Harding, co-founder and first president of Nashville Bible School (now David Lipscomb University) in Nashville, Tenn. A preacher, teacher and Christian educator, James A. Harding inspired his co-workers and associates with an enthusiasm for Christian education that remains a significant tradition at Harding University.

With the merger J.N. Armstrong, who had served five years as Harper's president, became president of Harding College, and A.S. Croom, president of Arkansas Christian for two years, became vice president for business affairs. In 1934 Harding was moved to its present site in Searcy, Ark., on the campus of a former women's institution, Galloway College.

One of Harding's first graduates, George S. Benson, returned from mission work in China in 1936 to assume the presidency of his alma mater. The vigorous educator quickly directed the College out of deep indebtedness and launched it on a journey to financial stability, national recognition and academic accreditation. When Dr. Benson retired in 1965, his 29 years of tireless service were more than evident in a multimillion-dollar campus, regional accreditation, a strong faculty, and a continually growing student body. Dr. Benson died in December 1991 and is buried in Searcy.

Dr. Clifton L. Ganus Jr., a 1943 graduate, served as president from 1965 to 1987. A former history department chairman and vice president of the College, Dr. Ganus kept alive his predecessor's drive for excellence by leading a plan of campus improvement and expansion. During his administration, enrollment increased from 1,472 in the fall of 1965 to 2,767 in the fall of 1986. Seven major academic buildings, four large residence halls, and several married students' apartments were constructed. A \$1 million addition to the Science Building was completed in 1984. Also, six academic buildings were renovated and/or enlarged. The nursing program, the social work program, the Mission Prepare program, the School of Biblical Studies (with programs in Searcy and in Nassau, the Bahamas), and the Harding University in Florence (Italy) program were developed during his administration. In Memphis, Tenn., the Graduate School of Religion experienced significant growth, received accreditation by the Southern Association, and added the Doctor of Ministry degree to its program. Upon his retirement, Dr. Ganus became Harding's first chancellor, and in his honor, the board of trustees named the physical education complex the Clifton L. Ganus Jr. Athletic Center.

Dr. David B. Burks became Harding's fourth president in May 1987. A 1965 graduate, he has been a member of the faculty since 1967 and previously served as dean of the School of Business. As professor of business and director of the American Studies program, Dr. Burks received the Distinguished Teacher Award in 1974 and 1986. A C.P.A. and consultant, he has written *The Christian Alternative for Business* and *Strategic Management Simulation*. He instituted the course in Christian Business Ethics, a requirement for all business majors. He

holds a doctorate in administration of higher education from Florida State University. Under his leadership, the University has experienced record growth in enrollment and giving and, more importantly, continues to place significant emphasis on Christian servanthood.

Accreditation

Harding University is accredited by the Higher Learning Commission and a member of the North Central Association.

The graduate and undergraduate teacher education program is accredited by the National Council for Accreditation of Teacher Education (1961). The social work program is accredited by the Council on Social Work Education (1978). The College of Nursing is accredited by the National League for Nursing Accrediting Commission (1980). The Department of Music is accredited by the National Association of Schools of Music (1983). The College of Business Administration is accredited by the Association of Collegiate Business Schools and Programs (1992). Letters of accreditation are on file in the Office of the President and are available upon request.

Location

Harding's home community, Searcy, Arkansas, a city of 20,000 persons, is the seat of White County. Founded in 1837, Searcy enjoyed gradual growth as the center of a chiefly agricultural area until the last 35 years, when the location of several industries in the city brought a favorable balance of economy and a more rapid growth than before. Today's Searcians are a progressive citizenry proud of their community and dedicated to its advancement.

Located in east central Arkansas, about 50 miles northeast of Little Rock and 105 miles west of Memphis, Tenn., Searcy is reached by U.S. Highway 67 from the north and south and by U.S. Highway 64 from the east and west. The nearest commercial passenger plane service is at Little Rock, but Searcy has a small airport and is served by bus lines.

The nearness of Little Rock and Memphis gives Searcians access to the cultural and entertainment opportunities of metropolitan areas without sacrificing the special charms of small-town living. Searcy itself features recreation facilities of all types, and Greers Ferry Lake to the north of the city is famous for its fishing and water sports.

Harding occupies about 200 acres east of the downtown area of Searcy, but the impact of the University on the town is more far reaching than that caused by geography alone. Interaction and interdependence between the University and the community is great. Many Searcians serve Harding in a variety of ways, and the University contributes significantly to the civic, cultural, economic, educational, recreational, and spiritual well-being of the city.

Academic Facilities

Campus buildings are located within a few blocks of downtown Searcy. The 43 buildings on the main campus with their equipment and educational facilities are valued at more than \$121 million and provide an efficient and well-furnished educational plant.

Special academic facilities supplement classroom experience with practical opportunities for increased understanding of concepts and students' own creative development. Libraries, laboratories and studios, for example, provide invaluable training and study opportunities apart from a classroom environment.

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BRACKETT LIBRARY

Brackett Library, named in honor of Mr. and Mrs. Bob Brackett, who underwrote much of its 1990 renovation costs, is the academic heart of the University.

The Brackett Library subscribes to 1,397 periodicals and 11 newspapers. Its collections include 444,382 volumes and other media including cassettes, videos, kits, maps, etc. Access to information is enhanced by an automated library system; Internet access; periodical indexes and abstracts available online and on CD for general interest and in the areas of humanities, business, health and law; and the availability of online searches of remote databases such as Chemical Abstracts and WESTLAW. Internet access to Harding's online catalog is available through the library Web page at www.harding.edu/library. More than 41 million items held by other libraries accessible to Harding students via the computerized interlibrary loan service supplement the local collection.

A staff of seven professional librarians, one systems manager, seven support staff and 53 student workers select, acquire, describe, maintain and interpret the collection for library users. Services include a reserve book collection, a best-seller collection, library tours, class and individualized instruction, librarians who provide reference/research assistance, photocopiers, audiovisual equipment, study carrels and conference rooms for group study.

Among the library's special collections are the George S. Benson Collection, the G.C. Brewer Library, archival material related to Harding's history and the history of the churches of Christ, a rare book collection, a juvenile and adolescent literature collection maintained as a teaching resource, and the Arkansas and U.S. Government Documents Collections. In 1996 the Library's Williams-Miles History of Chemistry Collection was recognized by the American Chemical Society as one of only eight National Historic Chemical Landmarks in the United States.

The library also maintains a music library housed in the Reynolds Center. Records, tapes, CDs and scores are accessible to all students.

The holdings of the Curriculum Library, located in the American Studies Building, are included in the Brackett Library online catalog. The Curriculum Library contains curriculum and media materials primarily for students enrolled in the College of Education who are preparing assignments.

INFORMATION TECHNOLOGY SERVICES (ITS)

The information technology infrastructure at Harding provides comprehensive and reliable services that cover such things as secure and safe Internet access, Intranet services, computer laboratories (PC and Mac), a cyber café, storage space for data, e-mail accounts accessible on and off campus, Web-based pre-registration services, telephone services, and library catalog access.

Each user has a username and password to provide authentication to the Harding network and computers.

Harding utilizes the fast and reliable Compaq AlphaServers to run its management information systems, Windows 2000 to operate in the PC labs, Mac OS9/OSX for the Mac labs, and the Citrix client/server architecture. Each student is allocated 40MB of storage space on the central servers to use for the personal storage of their data. This storage is backed up as a part of the university's backup procedures, thus providing students, faculty and staff a safe place to store their data.

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Secure access to off-campus e-mail (and on-campus for students) is facilitated through the

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use of the WebMail product, accessible from <https://webmail.harding.edu>.

EDUCATIONAL MEDIA

The Educational Media Center, located in the Mabee Business Center, contains an assortment of audiovisual equipment, copy machines and facilities to aid in the preparation and presentation of instructional materials.

LABORATORIES

SCIENCE LABORATORIES for students in biology, chemistry and physics are located in the Pryor Science Center.

The R.T. CLARK WELLNESS CENTER, located in the Pryor Science Center, is equipped with treadmills, bicycle ergometers, an underwater weighing tank for body composition measurements, electronic equipment for measuring strength, an electrocardiograph, an echocardiograph, gas analysis equipment, and other biochemical and hematological equipment for evaluation of physical fitness levels and human performance.

FAMILY AND CONSUMER SCIENCES LABORATORIES in the Olen Hendrix Building include food science; clothing, textiles and design; and a computer laboratory on the second floor.

COLLEGE OF NURSING LEARNING RESOURCE CENTER, including the Martha Ruth Simmons Memorial Audiovisual and Computer Laboratory, and skills laboratories are also located in the Olen Hendrix Building.

The WRITING LAB/EDUCATION COMPUTER LABORATORY in the American Studies Building provides tutoring services in writing and computer facilities for students in English and education courses.

The HARDING EARLY LEARNING CENTER, a child development program located at Harding Academy, is licensed by the Arkansas Department of Human Services.

STUDIOS

ART STUDIOS AND GALLERY: The Stevens Art Center has studio facilities for many different media, including a computer lab for graphic design. The gallery of the Art Center hosts student and guest exhibits throughout the year.

MUSIC STUDIOS: The Reynolds Center houses a recital hall, choral and instrumental rehearsal halls, and an omni hall for multi-purpose use. The center also contains listening, electronic keyboard, and computer labs, all for music applications. These, as well as the classrooms and practice rooms, are reserved primarily for use by music faculty and students.

COMMUNICATION FACILITIES

The Speech and Hearing Clinic is located in the Reynolds Center. Nationally certified and state-licensed speech-language pathologists, along with students working toward majors in communication disorders, provide a full range of communication assessment and therapy services, including assistance with articulation, language, fluency and voice difficulties, as well as aural rehabilitation, hearing screenings and referrals.

Students participate in station management, production and announcing at campus radio station KHCA. TV-16 provides digital video production and editing facilities. The TV-16 studio is used daily for the production of a live 30-minute student-produced newscast.

Five auditoriums (Benson Auditorium, Administration Auditorium, American Heritage Auditorium, the Little Theater and the Reynolds Auditorium) are available for stage produc-

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tions. Lighting and sound equipment is available for musicals, dramas, readers theater and other types of presentations.

RECREATIONAL FACILITIES

The Clifton L. Ganus Jr. Athletic Center is the campus' largest indoor recreational facility, housing a swimming pool, handball and racquetball courts, track, gymnastics area and weight room, and a 5,200-seat arena for basketball, volleyball, track and field sports, and tennis. Rhodes Memorial Field House, which underwent extensive renovations in the summer of 1997, is used for intercollegiate basketball and intramural athletics.

Outdoor recreational facilities include an intercollegiate football field and nine-lane track, an intercollegiate baseball field, an intercollegiate soccer field, a 12-court lighted tennis center, and intramural fields for softball, football and other sports. All facilities are available for student use at designated times.

Legal Statements

AMERICANS WITH DISABILITIES ACT OF 1990

Harding affords persons with disabilities equal opportunity and full participation in compliance with the Americans With Disabilities Act of 1990.

JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT

Harding complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act which requires the compilation and dissemination of certain crime data and security.

CATALOG REVISION

Harding revises the catalog annually and reserves the right to modify its programs of study accordingly. When such cases occur, the University makes every effort to provide alternative solutions that are fair to both the University and its students.

For purposes of minimum requirements for graduation, a student may use any catalog from the date of initial enrollment in the University up to and including the year of graduation from Harding. However, a student may NOT so use a catalog that is more than eight years old at the time of student's graduation.

CATALOG/STUDENT HANDBOOK RELATIONSHIP

The Harding Catalog sets forth academic policy. The Student Handbook sets forth policies regarding student conduct.

All students are required to read and follow the rules and regulations as presented in the Student Handbook. Each student is required to follow the rules and regulations and be subject to those rules and regulations as presented in the Student Handbook in effect during the period of his or her attendance. The handbook contains the Student Code of Conduct, penalties for failure to comply, grievance procedures, and a statement on student rights. Failure to follow the Code of Conduct contained in the handbook can result in suspension from the University. The Student Handbook, as amended from time to time, is incorporated in this Catalog by inference for all purposes.

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FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) regulates a student's right of access to and privacy regarding his or her education records. A student has the right of access to his or her records, and only persons authorized by the act may access a student's records without his or her permission.

Occasionally, the media, employers and scholarship donors request lists of students who rank in the top ten, one-fourth and one-third of the freshman, sophomore, junior, senior and graduate classes. Academic ranking, as well as directory information such as name, campus address, permanent address, e-mail address, telephone number, date and place of birth, major field of study, class rosters, class schedules, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, achievements, academic awards, honors, most recent previous educational agency or institutions attended, social clubs, academic clubs and societies, and photographs are available to any person inquiring. However, if you do not wish this information to be released, refer to the Harding University Student Education Records Policy on file with the Registrar's Office.

HARDING/STUDENT AGREEMENT

The agreement for educational services, room and board, and any other incidental goods and services involved in the education process between Harding and its students is made at Searcy, White County, Ark., and is construed as a contract in accordance with the laws of Arkansas.

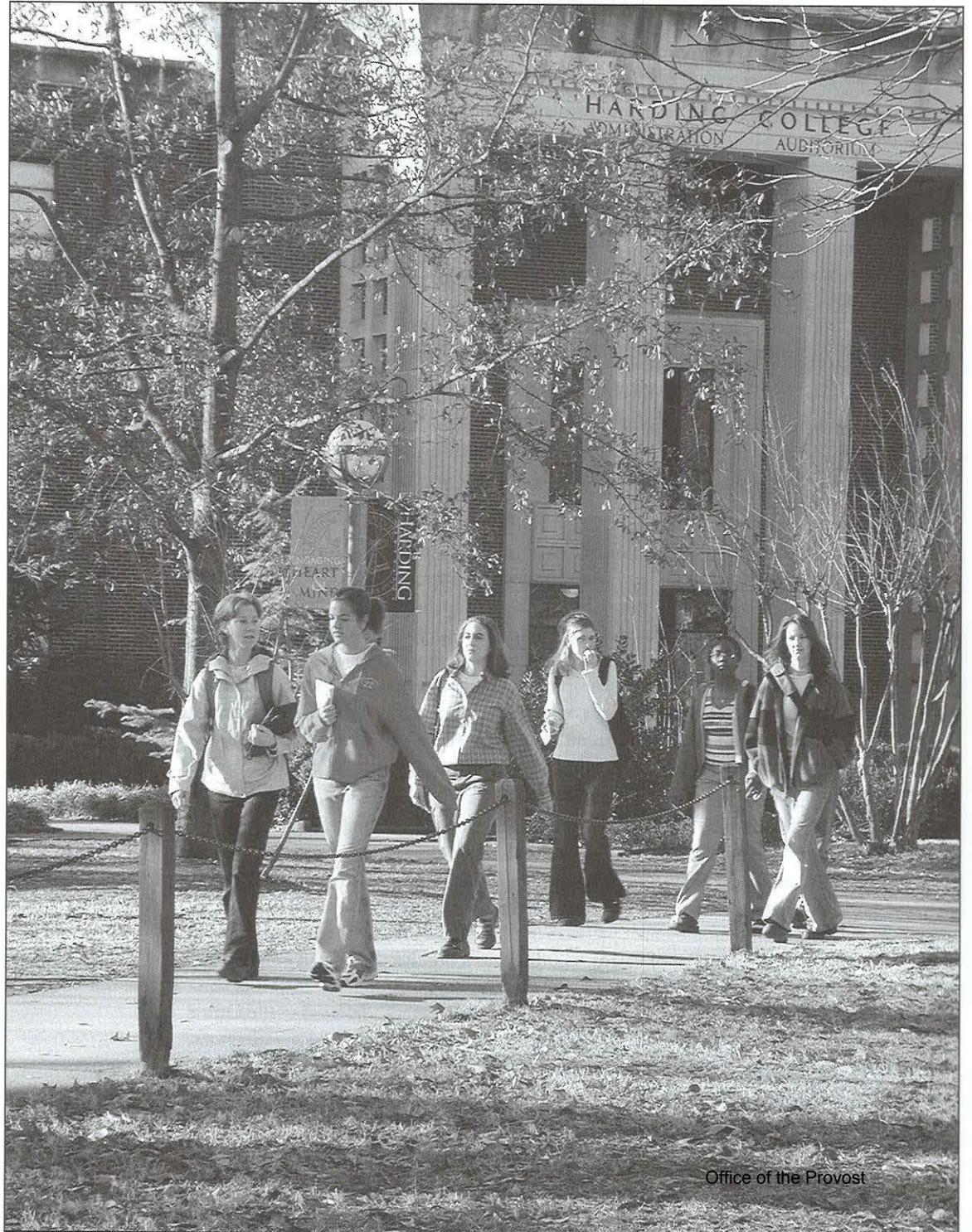
NONDISCRIMINATION STATEMENT

Harding is committed to the policy of providing equal opportunity for all persons and does not discriminate in admissions, programs, or any other educational functions and services on the basis of race, color, creed, national origin, sex, age, veteran status, religion or disability to those who meet its admission criteria and are willing to uphold its values as stated in the Code of Conduct. In the area of employment, Harding does not discriminate on the basis of race, color, creed, national origin, sex, age, veteran status or disability. Harding, under federal guidelines and as reflected in its Articles of Incorporation, may discriminate as to religion and may adhere to religious tenets regarding the limitation of employment of women in certain preaching and minister roles.

Based upon this commitment, Harding follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Harding is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admission policies, treatment of students, employment practices or educational programs except as required by religious tenets of the churches of Christ. Harding has a nondiscrimination policy available upon request in the offices of Student Services and Human Resources. Inquiries concerning the application of federal and state laws or regulations may be referred to the Office of Human Resources, Box 12257, 900 E. Center Ave., Searcy, AR 72149-0001; telephone (501) 279-4380. The person to ensure compliance with the nondiscrimination policy and discrimination laws and regulations is the chief financial officer of the University.

STUDENT RIGHT-TO-KNOW ACT OF 1990

Harding complies with the Student Right to Know Act of 1990 which requires the Office of the Provost closure of graduation and completion rates.



The social aspect of Harding University — the pursuit of an education within a Christian social environment — is of paramount importance to the University's mission. Indeed, the emphasis on Christ-centered student life within the Harding community is a key indicator of Harding's uniqueness.

This chapter on student life presents an overview of student activities, student services and the student Code of Conduct. Detailed information is contained in the Student Handbook available from the Office of Student Services.

RELIGIOUS ACTIVITIES

Opportunities for spiritual enrichment abound. Some, such as Bible classes, chapel and worship services, require regular attendance. Many others offer students opportunities to grow personally while serving others. These include:

Big Brothers/Big Sisters: Work with disadvantaged younger children.

Campaigns: Stateside and international campaigns, conducted mostly during spring and summer vacations, involve students in evangelistic, medical and choral mission activities throughout the United States and the world.

Camps: Students serve as counselors at Harding's Camp Tahkodah and numerous other summer camps for young people.

Chapel: Faculty and students are required to attend chapel on a daily basis.

Church Activities: Faculty and students are required to attend worship services regularly. Numerous congregations are found in Searcy and surrounding communities.

Dactylology Club: Ministry in signing for the deaf.

Devotionals: Social club and campus-wide devotional services are a prominent feature of campus life.

Good News Singers: A mixed octet sponsored by the College of Bible and Religion; open to all students by audition.

Hope: Harding Outreach Program of Evangelism is led by the director of the Mission Prepare Program.

JOY: A women's club emphasizing Jesus first, others second, yourself last.

Lectureships: The University Lectureship, generally held in October, features outstanding speakers from around the world. In addition, students administer an annual lectureship in which all presenters are students.

Mission Study: Numerous study groups focus on specific aspects of world missions.

Service Projects: The Student Association, social clubs and other organizations sponsor numerous and far-reaching service projects ranging from disaster relief to fund raising for worthy causes.

Timothy Club: The College of Bible and Religion sponsors three activities through the Timothy Club, an organization for students with Bible-related majors. Alpha Chi Malachi involves students interested in preaching, missions, Christian education and biblical languages. Tentmakers prepare to work in self-supported church ministries. Youth Corps focuses on youth ministry.

CULTURAL ACTIVITIES

Opportunities abound for cultural growth through participation in music and dramatic productions, art shows, lectures and special events. These include the fall Homecoming musical production, Spring Sing, and senior shows, recitals and theatrical presentations.

The Lyceum Committee and the Student Association Student Activities Committee bring outstanding professional performers to campus. Academic departments sponsor visiting lecturers in their respective disciplines. The American Studies Institute brings world-renowned speakers in industry, business, education and government to campus. Frequently, the University sponsors culturally oriented trips, such as performances of Opera Memphis and the Arkansas Symphony Orchestra.

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

Some 50 student organizations, including professional clubs, social clubs, honor societies, athletic teams and special-interest organizations offer social and recreational opportunities as a part of the total educational process. These include:

Honor/Scholarship Societies: The Arkansas Eta Chapter of Alpha Chi National College Honor Scholarship Society at Harding University is the University's designated general honor society. Membership is open to the top 10 percent of the junior and senior classes (3.85 grade point average on 80+ hours for juniors; 3.75 grade point average on 104+ hours for seniors). Twenty-four hours in residence are required. Membership in Alpha Chi is the highest academic award that can be bestowed at Harding University. Harding is home to the national headquarters of Alpha Chi, which supports chapters at more than 300 colleges and universities nationwide.

Phi Eta Sigma is the freshman honor society open to students who achieve a 3.5 grade point average in their first year of college.

In addition to these general honor/scholarship societies, numerous academic disciplines also sponsor honor societies.

Music Organizations: The Department of Music sponsors several organizations open to all students by audition. These include Belles and Beaux, a pop group meeting twice each week; Chorus and Concert Choir, mixed choruses meeting daily, performing mostly sacred literature and touring extensively; Good News Singers, a gospel octet meeting twice weekly; Jazz Band, performing traditional jazz and featured at Spring Sing; Orchestra, meeting one evening per week to perform works of major classical composers for orchestra; String Quartet, an invitational ensemble meeting at least once a week; Symphonic Band, rehearsing from late fall through spring, performing concert and symphonic band literature; Thundering Herd Marching Band, meeting regularly in the fall and marching for Bison football games; and University Singers, meeting twice weekly, performing mostly sacred literature, with limited touring.

Student Publications: Student publications provide a factual record of the year's events and a laboratory for student writing, editing and design. The weekly newspaper, *The Bison*, has won awards in state and national competitions, including First Class and All-American ratings from the Associated Collegiate Press. The yearbook, *Petit Jean*, was honored consecutively for 27 years with an All-American rating from the Associated Collegiate Press and was one of two universities chosen for inclusion in the ACP Hall of Fame at its initiation in 1988. The English Department annually publishes *Shapes and Names*, a magazine of creative writing submitted by students to the Jo Cleveland Creative Writing Contest.

Communication Activities: Intercollegiate debate teams participate in several major tournaments each year and have achieved an excellent record in state, regional and national competitions. Team members also participate in oratory, extemporaneous speaking, public discussion and oral interpretation events.

The campus radio station, KHCA, is a cable radio station heard throughout a large portion of White County as background music on cable channel 16. The station is student operated and managed by approximately 80 students per year.

Students in mass communication produce news, sports, entertainment, religious, and special-event programs for airing on Harding's cable channel 16. TV-16 is reserved exclusively for Harding students and faculty through a special arrangement with White County Video. The station is operated by approximately 120 students per year.

The Student Speech and Hearing Association is composed of individuals working toward a major in communication disorders. This organization is affiliated with the National Student Speech-Language-Hearing Association. Projects include a campus-wide hearing screening, a graduate fair, and trips to regional and national meetings.

Faculty- and student-directed theatrical productions, including the annual Homecoming musical, are presented each year. Each summer students participate in drama through performance and technical production work in the Searcy Summer Dinner Theatre.



Athletics: Athletics play an important role in Harding's educational and recreational life.

The Athletic Committee administers intercollegiate sports in harmony with established policies approved by the faculty, and competition is regulated by the educational purposes of the University. In the conduct of intercollegiate athletics, the University administration subscribes to the Athletic Policy of the Commission of Colleges and Universities of the North Central Association of Colleges and Schools. Intercollegiate competition is sponsored through membership in the National Collegiate Athletic Association (NCAA). The program is administered in compliance with the NCAA rules and regulations concerning the principles of fair play and amateur athletics, the physical welfare of student-athletes, and the academic success of student-athletes.

Men's teams are fielded in football, baseball, basketball, track, cross country, tennis and golf. Women's teams include basketball, cross country, tennis, track, volleyball and soccer.

Student athletes must be regularly enrolled in at least 12 semester hours and must have passed no fewer than 24 hours the previous two semesters with a satisfactory cumulative grade point average. Participation is limited to four years during the first 10 semesters of undergraduate enrollment.

Harding's outstanding intramural program involves about 70 percent of men and 55 percent of women students. The program includes both team and individual sports, with competition among social clubs and teams organized by the program directors. The major sports are flag football, softball, basketball and volleyball.

Social Clubs: Social clubs involve a large majority of Harding students. Twelve women's clubs and 14 men's clubs provide students with a variety of club interests and sizes. In contrast to most institutions, Harding assures club membership to all students who desire it. Organized to provide students opportunities to develop leadership abilities and cooperative attitudes, clubs engage in service projects, promote school spirit at University events, and enjoy banquets, parties, outings, interclub athletics and Spring Sing participation.

Student Association: The Student Association (SA) is the student government organization. It is headed by an executive council consisting of four officers and two representatives from each class. Ten committees appointed by the council carry out specific activities of the association.

The SA exists to provide close cooperation among students, administration and faculty, and to furnish a systematic plan of student participation in the activities of the University. Executive council members serve on standing faculty committees concerned with student welfare.

The SA sponsors social events for the entire student body, assists in planning Homecoming and other special events, sponsors movies on campus, encourages academic competition among social clubs, studies campus problems, and makes recommendations to the administration and faculty about subjects relating to the University and specifically to students.

Student Services

The Office of Student Services is responsible for administering policies concerning student life. These policies are set forth in the Student Handbook, which all students are expected to read and abide by. Three programs in particular help meet students' personal needs.

CAREER CENTER

The Career Center, located in the Student Center, assists students in choosing majors and planning careers. Vocational interest testing, career counseling and occupational information are all available without charge to students and alumni.

The center assists graduating seniors and alumni in finding suitable employment or graduate study. All graduating seniors are required to register with the center. More than 185 business firms, school systems and graduate schools come to campus each year to recruit graduates. Placement files are maintained, and credentials packets are prepared free of charge for on-campus interviews, recruiters and job fairs. A \$4.00 fee is charged for requested packets that are picked up, mailed or faxed.

The Office of Cooperative Education, located in the Ezell Building, assists sophomores, juniors and seniors in obtaining jobs related to their major fields so that they may develop professional work skills while financing their education. Students participating in Cooperative Education receive academic credit for the work experience. For further information see the Cooperative Education section of the Catalog.

COUNSELING CENTER

The Counseling Center is located on the third floor of the McInteer Center. A staff of professionally trained counselors provides confidential assistance with educational, personal, marital and social problems.

The center helps students achieve realistic appraisals of abilities, interests, values and aptitudes. Special sessions are offered in time management, study skills and self-improvement. If tests are needed for self-understanding, academic planning or vocational selection, these are administered and interpreted at no cost. All services are short-term, non-fee services independent of any medical, instructional or disciplinary measures.

HEALTH CENTER

Health services are funded through registration costs and include first-aid and such emergency care as can be administered adequately in the University Health Center.

Because hospitalization is not included as a part of the University's own infirmary service, a student accident and sickness insurance plan is available to all full-time students at a cost of approximately \$533 to \$723 per year for a single student under a student group plan, with higher rates for students having dependents. This plan covers hospitalization, surgical fees and medical care as provided in the policy and includes intramural athletic activities. The sign-up forms are available in the Human Resources office.

Students participating in intercollegiate athletics are covered on a separate policy for athletically related injuries during participation, practice, and travel to and from athletic events. However, this insurance does not cover other injuries or illness.

Health services do not cover the cost of drugs, extensive examination, x-rays, dental care or medical attention for chronic illnesses or accidents, including those incurred in voluntary activities such as intramural sports and outings, which require the services of a physician or outside hospitalization. These services may be arranged through the nurse, but students are expected to pay the additional cost.

Students may select their own physicians in consultation with the Health Center. The University does not assume financial responsibility for medical services arranged by students. Financial responsibility of the University for health service ends with the termination of student status.

Code of Conduct

Harding expects its students to conduct themselves as responsible citizens in a Christian community.

Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

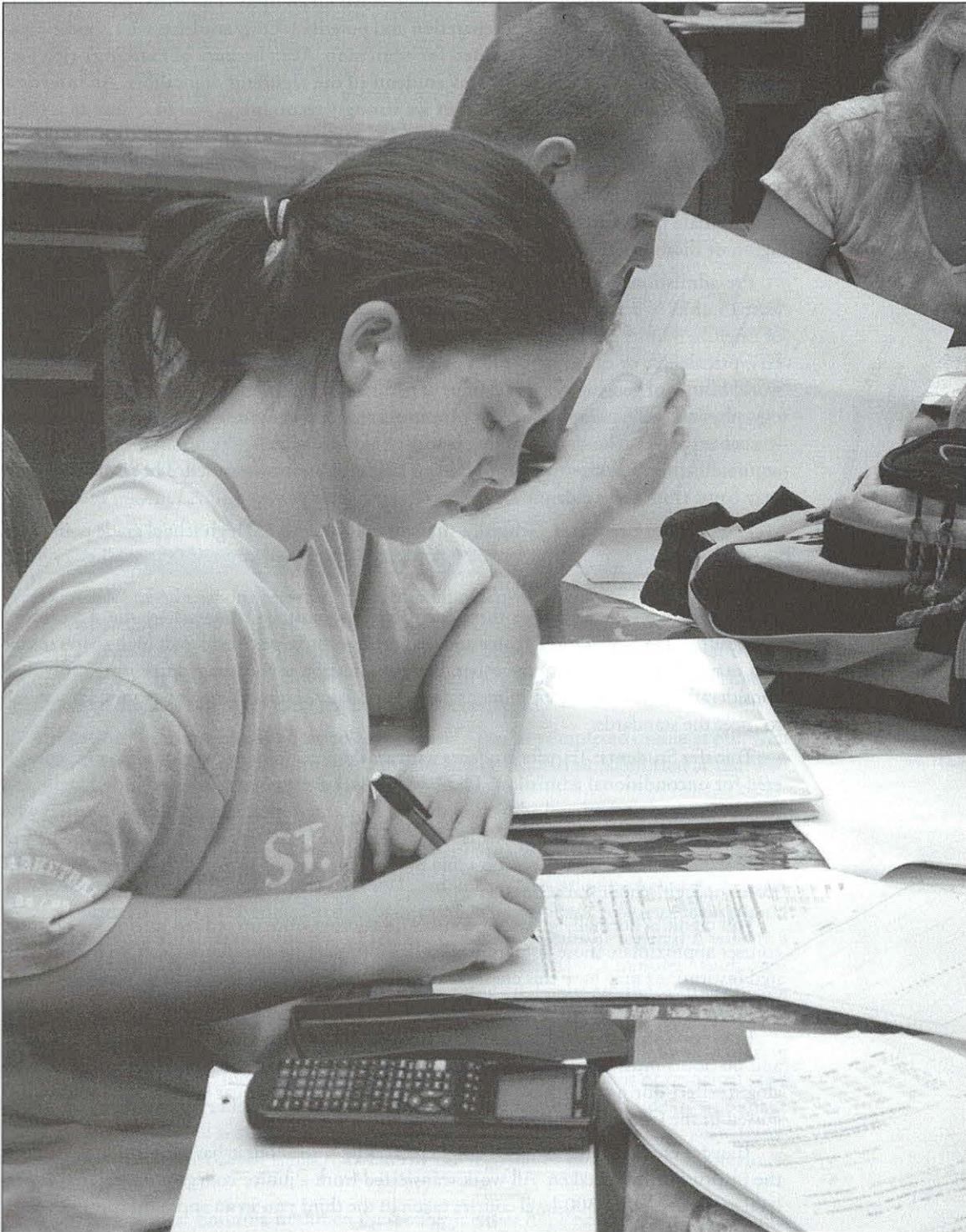
Upon registration to the University, you acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission to or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester.

Contents of the Student Handbook may be summarized briefly as follows:

1. You are encouraged to develop a servant-leadership-ministry lifestyle that integrates faith, learning and living.
2. You are expected to pursue honesty and integrity, avoiding all forms of dishonesty.
3. To encourage spiritual growth, you are required to attend Bible classes and chapel, and expected to attend church services.
4. Personal wellness is stressed, and you must abstain completely from illegal drugs, alcohol and tobacco in any form.
5. Social wellness is stressed, and you must exclude all forms of sexual immorality, pornography and profanity.
6. You are expected to dress modestly at all times.
7. You are expected to abide by a positive residence hall code designed to encourage Christian living.
8. Sportsmanship and fair play are expected.
9. You are encouraged to participate in social clubs, which provide opportunity to reflect the mission of the University in a social context.
10. You are expected to serve others, consistent with the development of a servant-leadership lifestyle.

Because the University believes that a knowledge of the Bible and an appreciation of its teachings constitute the foundation for building happy and useful lives, you are required each semester to enroll in a Bible course or in an approved course in a related field.

One of the most important periods of the day is the chapel service, which draws faculty and students together in a common worship experience. The quiet devotional period is followed by programs designed to facilitate the mission of the institution. You are required to attend daily. Policies concerning chapel attendance are set forth in the Student Handbook.



Admission Policies

Admission to Harding University is determined on an individual basis. Each candidate is evaluated based on academic preparation and potential. Only students who appear capable of success at Harding are accepted for admission. Also, because of Harding's rich heritage as a Christian university, we seek students of the highest moral calibre. An interview is not a requirement for admission, but we strongly recommend one to ensure that there is a good match between the student's interest and talents and Harding's academic and non-academic offerings.

As stated earlier and more fully in the Nondiscrimination Statement, Harding does not discriminate on the basis of race, color, creed, national origin, sex, age, veteran status, religion or disability in its admission policies.

Pre-admission Course Requirements: High school graduates should have completed at least 15 units in academic subjects. Specifically, an applicant should have completed 4 units of English, 3 units of mathematics (taken from general math, geometry, algebra, trigonometry, precalculus or calculus), 3 units of social studies (taken from civics, American history, world history or geography), and 2 units of natural science (taken from physical science, biology, physics or chemistry). Students planning to major in any area of health care are strongly encouraged to take one or more chemistry courses while in high school. Although not required for admission, two years of foreign language is recommended. The additional units may come from any academic area.

High School Graduates: Generally, students who attain a 3.0 high school grade point average and an ACT composite score of 19 or a SAT combined score of 900 qualify academically for unconditional admission.

Students who do not meet these requirements must be reviewed by the Admissions Committee. Here ACT/SAT scores and academic records are considered; high scores in one area may offset low scores in the other. Early application is encouraged to ensure individual consideration. Alternative enrollment dates (especially summer) may be required if you fail to meet the standards.

Transfer Students: Transfer students with a 2.0 grade point average or higher are considered for unconditional admission. Those with lower averages are reviewed individually and may be granted probational admission during any semester or summer term. Transfers who have been full-time students elsewhere for at least one semester and who have earned 14 or more semester hours of credit acceptable by Harding are not required to submit ACT/SAT scores or high school transcripts.

Full credit is normally given for courses transferred from accredited institutions if these courses approximate those at Harding. Students presenting transfer credit from non-accredited institutions may have this credit validated by special examinations or on the basis of satisfactory work completed in residence.

In order for you to graduate, at least 32 hours must be earned in residence at Harding, and 60 hours must be earned at a four-year college. You may enter Harding under the catalog in effect during your freshman year, subject to the eight-year statute of limitation discussed in the Catalog Revision catalog section.

Transfer credit counts as upper-level credit only if the course has junior-senior status at the institution where taken. All work transferred from a junior college is considered lower-level credit except for 300-level courses taken in the third year in an approved third-year pro-

gram. After you have earned 68 hours of credit, work from a junior college is not accepted.

Non-High School Graduates: Prospective students who did not graduate from high school may apply for admission and attach a complete statement regarding educational background and qualifications. Those who have earned a General Education Development (GED) Certificate and meet the other admission requirements are considered by the Admissions Committee. ACT or SAT scores must be sent to Harding.

Home-Schooled: Prospective students who are home-schooled must submit transcripts, ACT/SAT test scores and references.

Early Entrance: You may be accepted for admission without finishing high school if you are 17 years old at the time of enrollment; have completed 12 solid units; have an ACT of 24 or a SAT of 1090; have a 3.0 grade point average or higher; have good references; and have the approval of the Admissions Committee.

Advanced Studies Program: Local high school students who have achieved a "B" average or better in 12 solid courses may be approved for dual enrollment in college courses during Summer Sessions. Some may qualify for admission to Harding the following fall semester.

Special Students: Special students are those who do not meet admission requirements but who desire to enroll in certain courses. You may be permitted by the vice president for academic affairs to enroll in any course for which you are qualified, but credit earned as a special student may not count toward a degree.

Admission Procedures

The Office of Admissions Services provides comprehensive assistance to prospective students. For an application packet and other information, contact the director of admissions by mail at Harding University, Box 12255, Searcy, AR 72149-0001; by phone at 1-800-477-4407 (toll free); by fax at (501) 279-4129; or by e-mail at admissions@harding.edu. Enrollment at Harding is limited, so early application is encouraged.

Online Application: The application for admission can be completed online at our Web site, www.harding.edu. All supporting documents can be printed or submitted at the Web site as well.

Admission Fees: The \$25 application fee and the \$125 housing reservation deposit are discussed in detail under the heading Admission Fees in the financial section of the Catalog.

Reference Forms: Two reference forms included in the application packet must be completed in order for you to be considered for admission. The academic reference form should be completed by a counselor, principal or teacher (dean of students or registrar if you are a transfer student). The character reference form should be completed by a minister, youth minister or other church leader. These references can be completed online at the Web site by the person recommending you.

Transcript(s): Copies of academic credentials must be placed on file. Students entering college for the first time should have the high school guidance counselor or principal send an official high school transcript directly to the director of admissions. Students who make early application should request that these be sent at the mid-term of the senior year. Transfer students must have official transcripts sent by the registrar of each institution previously attended.

ACT/SAT Scores: Entering freshmen must submit either ACT or SAT scores as entrance

examinations. Transfer students with fewer than 14 hours of credit must also submit these scores.

The ACT is administered nationally at testing centers at high schools and colleges five times during the school year. The first test period is usually in October, and the last is in June. The SAT is given nationally at test centers seven times during the school year between October and June. Students who wish to apply for scholarships should take the ACT/SAT at one of the earlier test dates. Information and application blanks may be obtained from high school counselors or principals, or from the Harding admissions office.

Readmission Procedures: Students who have previously attended Harding and are returning are not required to make application through the Office of Admissions Services. Apply instead through the Office of Student Services. This office will process the readmission form and send appropriate notification.

If you have attended another college or university since your last enrollment at Harding, a transcript of that work must be sent to the registrar at Harding. Graduate students must apply to the dean of the appropriate school.

Registration Policies

Registration: Registration is held at the beginning of the first week of each semester. In addition, accepted students may preregister (enroll in classes) at one of two Summer Experience early orientation sessions. Returning students typically preregister near the end of each semester for the following semester.

Academic Advising: Faculty members serve as academic advisers and approve all course schedules. Students are assigned to faculty in their majors or preprofessional fields. Students who have not declared a major are assigned to the Academic Advising Center, where they will be assisted with advising until a major is chosen.

Late Registration: Students who complete registration after the appointed day are charged a late registration fee as stipulated in the Special Fees section of the Catalog.

Registration is not permitted after Monday of the third week of the fall and spring semesters, after the second day of Intersession, and after Thursday of the first week of either summer term, except for limited programs. Exceptions must be approved by the instructor and the registrar. These same deadlines apply to adding a class.

Drop/Add: During the first week of school in the fall and spring semesters, you may make changes to your schedule through your adviser with no fee charged. After the first week of classes, you must submit a signed Drop/Add Notice to the registrar. A fee is charged (see "Special Fees" section on page 38).

Any class dropped without official University approval is recorded as "F." Courses dropped by Monday of the third week do not appear on the transcript. Classes dropped after Monday of the third week are assigned a grade of "W" (withdrew); the grade point average is not affected. The last day to drop a class is Friday of the 13th week (fall) or 14th week (spring); Friday of the second week for Intersession; Friday of the third week for four-week sessions; and the second Wednesday for short sessions.

Auditing: You may register for courses on a non-credit basis. Audited courses will not appear on your transcript. The fee for auditing a course is one-half tuition.

Dual Registration: While attending Harding you may not enroll at another institution in order to keep from taking Bible, attending chapel, or living on campus.

Classification: Regular students who have met entrance requirements but who have earned fewer than 27 semester hours of college credit at the beginning of any semester are classified as freshmen. Those having 27 to 59 hours of college credit at the beginning of any semester are classified as sophomores. Juniors must have 60 to 89 hours, and seniors must have 90 hours or more.

Students enrolled in 12 or more hours per semester are classified as full-time students. Those enrolled in fewer than 12 hours per semester are classified as part-time students. However, part-time students who enroll in more than 8 hours per semester are subject to Bible-course and chapel-attendance policies.

Course Numbering: Normally, courses numbered 100-199 are for freshmen; 200-299 for sophomores; 300-399 for juniors; and 400-499 for seniors.

Courses numbered 250-299 taken by second-semester sophomores, juniors and seniors count as upper-level credit. First-semester sophomores may receive upper-level credit in these courses provided they are preceded by a year of freshman credit in the same subject. All 300 and 400 courses are upper-level.

Courses numbered 300 or above are not open to freshmen. Courses numbered 300-399 are primarily for juniors and seniors, but sophomores may enroll in these courses with the consent of the instructor and the department chair or dean. Courses numbered 400-449 are open only to juniors and seniors; courses numbered 450-499 are open only to seniors.

Graduate Credit: Courses numbered 500-599 may be taken for graduate credit by qualified students. Credit in a course at the undergraduate level normally voids the course at the 600 level. Courses numbered 600 and above are open only to graduate students and require at least 12 hours in the field as a prerequisite. Although students who are within 9 hours of the baccalaureate degree may enroll for 500 and/or 600 courses if approved in advance by the director of graduate studies or dean, credit in 500 and 600-level courses cannot be applied toward meeting baccalaureate degree requirements.

Semester Hour: A semester hour of credit requires 15 hours of lecture, recitation, discussion or the equivalent, exclusive of the time devoted to final examinations.

Majors and Minors: Every degree program requires a major, which should be chosen as early as possible. Majors typically include 30 to 60 hours, although some are larger. Majors with fewer than 48 hours typically require a minor of 18 hours from another field. Within these majors 18 hours must be upper-level, and 6 hours of the minor must be upper-level.

Broad-area majors consist of 48 or more hours, 24 of which must be upper-level. A minor is not required.

Within the major department, only 12 hours beyond the minimum hours required for the major may count toward the 128 required for graduation.

While minors typically consist of 18 hours, a few require more. Hours in the minor may be reduced by courses in General Education and Bible, which also count toward the minor. Thus, while the degree programs in this Catalog stipulate 18 hours, this number varies.

Double Majors: Students pursuing two majors in a single department, where a common core of course requirements exists, must, in addition to completing the requirements for both majors, complete 15 hours beyond the major with the most required hours.

Students earning two baccalaureate degrees at graduation or returning for a second bac-

calaureate degree must earn 160 hours.

Two identical degrees (for example, two B.A.s or two B.B.A.s) may not be awarded at the same commencement.

Special Majors: Students who choose a vocation for which there is no cataloged major in many cases may arrange a program of study through the vice president for academic affairs and appropriate department chairmen.

Maximum Load: The normal course load is 16 hours per semester. Many first-semester freshmen, however, should limit loads to 14 or 15 hours; 18 hours is the maximum load permitted a freshman.

Juniors and seniors whose cumulative grade point average is 3.0 or who have earned a 3.0 the previous semester may carry up to 20 hours of credit. Under no circumstances may you enroll in more than 20 hours per semester.

Leveling Work: Leveling work may be needed in order to meet the prerequisites for more advanced courses. For example, students whose ACT English subscore is 18 and below or whose SAT verbal score is 440 and below must enroll in ENG 100 before taking ENG 111. ENG 100 is then considered to be leveling work. Leveling work decreases the number of electives and/or increases the number of hours in a degree.

Repeat Courses: You may repeat any course previously taken. However, repeating a course voids previous credit in that course, and the grade received when the course is repeated becomes the official grade for the course. The repeated course cannot be dropped without losing credit in the course. You may not raise your grade point average by repeating a course and then withdrawing. The previous grade will remain on the transcript.

Class Attendance: Class attendance policies are determined by individual faculty members. Admission to the University obligates you to observe these policies. If a student is dropped from a class for excessive absences, a grade of "F" will be given for the course. If a student believes that unfair treatment was received from a teacher, the line of appeal is first to the department chair, then the college/school dean, and finally to the Vice President for Academic Affairs. When a student is dropped from class for excessive absences, the student and the Vice President for Academic Affairs will be informed in writing. A student is not to be dropped, however, until he/she has received the warning in writing that any additional absences without a clearly acceptable reason will result in him/her being dropped.

Bible Class Attendance: Students who take more than 8 hours in a semester or in Summer School (excluding Intersession) must take a Bible class that meets at least three hours a week. The only exceptions are students in the supervised teaching semester or field study, students who already have a baccalaureate degree, and students with more than 120 hours, including eight semesters of Bible.

Bible class attendance is compulsory regardless of the grade being earned. The required Bible class cannot be dropped. One week of unexcused absences is allowed. Students who accumulate excessive unexcused absences are penalized on their final grade at the rate of 3 percentage points per class hour missed beyond the above designated maximum. Students who miss more than three class hours beyond the maximum are referred to the Bible Attendance Committee for disciplinary action. Failure to attend Bible class may result in suspension from the University.

Bible-related Courses for Juniors and Seniors: The following courses may be taken as substitutes for required Bible courses by juniors and seniors who have already satisfied the 8-hour

General Education requirement in textual Bible: Upper-level textual Greek and Hebrew courses, missions courses and philosophy courses; BUS 435 by business, public relations and advertising majors; NURS 413 by nursing majors; PH S 410 by senior science, biology and mathematics majors who meet the qualifications for admission to the course.

Correspondence Courses: A maximum of 18 hours of correspondence credit may be counted toward a baccalaureate degree. Not more than 12 consecutive hours of such credit may be submitted, however, until 6 hours of additional residence work have been completed. If correspondence work is permitted while you are in residence, the hours of credit carried by correspondence are included in determining the maximum load permitted per semester.

All correspondence courses that are to apply toward graduation should be approved in advance by the vice president for academic affairs. A course that you have previously failed will not be approved. Courses must be taken from a college or university that is a member of the National University Continuing Education Association. A minimum grade of "C" must be achieved for the credit to transfer.

Reserve Officer Training Corps (ROTC): Harding accepts ROTC credit from the University of Central Arkansas in Conway. Consult the registrar for details.

Examinations

COURSE EXAMINATIONS

You are expected to take all scheduled examinations. If you miss an examination because of illness confirmed by the school nurse or a family physician, participation in a school-sponsored activity, or other cause sanctioned by the vice president for academic affairs, you may make up that examination. Procedures for making up examinations differ from teacher to teacher, and these are subject to the approval of the vice president for academic affairs. Teachers are under no obligation to give make-up examinations for unexcused absences.

Final examinations are subject to the guidelines listed above. Generally, they may not be taken ahead of schedule, and then only by prior approval of the vice president for academic affairs (lab courses are an exception). A change of examination fee, listed in the Special Fees section, is charged except for confirmed illness and official school representation.

SPECIAL EXAMINATIONS

Harding requires 96 hours of credit by formal course instruction, including classroom instruction, independent study, co-op and field work, contract courses, and correspondence courses (maximum of 18 hours). Beyond this, you may earn course credit by taking examinations outside the formal classroom environment. Often these are taken prior to or at the time of initial enrollment. There is no limit to the number of credits that may be earned by special examinations. All credit earned serves to advance academic classification and progress toward a degree.

Advanced Placement (AP): Harding grants credit to incoming freshmen for courses completed in the Advanced Placement Program of the College Entrance Examination Board. A table of available AP exams, minimum qualifying scores accepted by Harding, courses for which qualifying scores may earn credit, and number of hours which may be earned, is printed below. No grade is assigned and no tuition is charged. A fee is charged for each course recorded on your transcript (see Special Fees section). Freshmen earning AP credit may take sophomore-level courses in the subject where credit was earned.

ADVANCED PLACEMENT TABLE

AP Course	Score	Course	Credit
Art/History	3	ART 101	2
Art/Studio/Drawing	3	ART 103	3
Art/Studio/General	3	ART 103	3
Biology	4	BIOL 121	4
Chemistry	4	CHEM 121, 122	8
Computer Science A	3	COMP 170	5
Computer Science AB	3	COMP 170, 245	8
Economics/Macro	3	ECON 201	3
Economics/Micro	3	ECON 202	3
English Lang/Comp	3	ENG 111	3
English Lit/Comp	3	ENG 111	3
English Lang and Lit/Comp	3	ENG 111, 211	6
English Lang or Lit/Comp	4	ENG 111, 211	6
Environmental Science	3	BIOL 250	3
European History	3	HIST 110, 111	6
French Language	3	FR 101, 102	8
French Language	4	FR 101, 102, 201	11
French Language	5	FR 101, 102, 201, 202	14
French Literature	3	FR 271	3
German Language	3	GER 101, 102	8
German Language	4	GER 101, 102, 201	11
German Language	5	GER 101, 102, 201, 202	14
Government & Politics	3	POLS 205	3
Math/Calculus AB	3	MATH 201	5
Math/Calculus BC	3	MATH 201, 251	10
Math/Statistics	4	MATH 200	3
Music/Listening/Lit	3	MUS 101	2
Music/Theory	3	MUS 111	3
Psychology	3	PSY 201	3
Physics/B	4	PHYS 201, 202	8
Physics/C	4	PHYS 211, 212	8
Spanish Language	3	SPAN 101, 102	8
Spanish Language	4	SPAN 101, 102, 201	11
Spanish Language	5	SPAN 101, 102, 201, 202	14
Spanish Literature	3	SPAN 271	3
U.S. History	3	HIST 101 or 102	3
U.S. History	4	HIST 101, 102	6

College Level Examination Program (CLEP): Harding is a CLEP test center and awards credit through General and Subject Examinations. Credit is awarded for specific courses. No grade is assigned and no tuition is charged. A fee is charged for each course recorded on your transcript (see Special Fees section).

CLEP examination fees are set by Educational Testing Service and are subject to change.

You should consider taking CLEP exams if your ACT score is 27 or higher or if your SAT is 1200 or higher. CLEP General Examinations test knowledge in general subject areas. At Harding up to 14 credit hours may be earned on the General Examinations in English, Humanities and Natural Science as follows:

CLEP GENERAL EXAMINATIONS

General Examination	Cut Score	College Course	Credits Earned
English Comp with Essay	500	ENG 111 or 113	3
Humanities	500 550	ART 101 or MUS 101 2 from ART 101, MUS 101, ENG 201 and ENG 202	2 4/5
Natural Science	500 550	Any Physical Science Any Physical Science and Biology 111	3 6

All CLEP exams are administered on computer after July 1, 2001. Computer-based CLEP testing will be offered several times during the fall and spring semesters at Harding University. You may take CLEP exams at any other open test center; the college or university near you may provide a convenient place. If you choose to take CLEP exams elsewhere, be sure to list Harding as a recipient of your scores when you take the test. In any case computer-based testing provides you with an immediate score report.

CLEP General Examinations must be taken no later than the first date following enrollment as a freshman. After your first semester, you may take Subject Exams any time you are enrolled at Harding. You may not take a CLEP exam if you have previously enrolled in a college course for which a CLEP exam might award credit.

To register for a CLEP exam, please visit the Office of Testing/Research (located in Mabee 206) early in the semester. Since CLEP exams are offered several times each semester, you can pick a date and time convenient for you. Educational Testing Service publishes CLEP exams and controls an online system of computer-based testing. **ETS prefers that fees for testing be paid by credit card** at the time you take the test. Paying by check may cause your score report to be delayed by as much as three weeks.

Harding also charges an institutional fee which may be paid in cash or by check at the time you register for a CLEP exam. Fees do change without notice, but for the year 2000-2001 ETS charged \$46 and the Harding fee has been \$14.

After you take the CLEP exam and your score meets Harding's requirements, you will pay an additional recording fee to the Registrar's Office for each course you wish to place on your Harding transcript. Also subject to change, the fee for 2001-2002 is \$70, paid in cash or by check at the Harding Business Office.

CLEP SUBJECT EXAMINATIONS

Subject Examination	Cut Score	College Course	Credits Earned
Accounting, Intro	55	ACCT 205, 206	6
American Government	55	POLS 205	3
Analysis/Interp of Lit	55	ENG 201/202	3
Calculus/Element Func	55	MATH 201	5
College Algebra	55	MATH 151	3
College Algebra/Trig	55	MATH 171	5
College French	55	FR 101, 102	8
College German	55	GER 101, 102	8
College Spanish	55	SPAN 101, 102	8
Fresh. Coll. Comp w/ Essay	55	ENG 111 or 113	3
General Biology	55	BIOL 111	3
General Chemistry	55	CHEM 114	4
History of U.S. I	55	HIST 101	3
History of U.S. II	55	HIST 102	3
Info Systems/Comp Appl	55	COAP 101	3
Macroeconomics	55	ECON 201	3
Marketing, Principles	55	MKTG 330	3
Microeconomics	55	ECON 202	3
Psychology, Introductory	55	PSY 201 (non majors only)	3
Sociology, Introductory	55	SOC 203	3
Trigonometry	55	MATH 152	2
Western Civilization I	55	HIST 110	3
Western Civilization II	55	HIST 111	3

International Baccalaureate (IB): Harding grants credit for appropriate courses based on qualifying scores of 5 on the Higher Level examinations. Course equivalencies are determined by participating departments. No credit is awarded for the subsidiary exams, and no tuition is charged. A fee is charged for each course recorded on your transcript (see Special Fees section).

Credit by Examination: To encourage independent achievement, Harding offers students the opportunity to earn credit by taking comprehensive course examinations. Entering freshmen with outstanding high school records and examination scores may receive credit by examination for courses which largely duplicate completed high school work. Enrolled students with grade point averages of 3.0 or higher may also earn credit. However, students who have either withdrawn from or failed courses may not earn credit by examination in these courses.

You must apply on a form supplied by the Registrar's Office and obtain approval of the instructor, department chair, and vice president for academic affairs. A fee of \$10 is due at the time of application. A grade of "C" or higher must be achieved in order to earn credit; the grade earned is recorded on your transcript. Tuition is charged when credit is awarded. No transcript recording fee is charged.

Validation: Students who have taken courses of study in non-collegiate programs such as hospitals, business schools and vocational schools may validate college credit for such study through comprehensive examinations for comparable courses offered at Harding.

There is a \$10 application fee for each course attempted. A grade of "C" or higher must

be achieved in order to earn credit; the grade earned is not recorded on the transcript. There are no tuition or recording charges. Validation credit counts toward the 96-hour course instruction requirement for graduation.

Exemption Examination: You may earn exemption from most required General Education courses by passing appropriate comprehensive examinations. There is a \$10 application fee for each course attempted. No credit is awarded. Any student enrolled or previously enrolled in any required General Education course would not be eligible for an exemption exam in that area.

Grades

Grade Reports: Reports of mid-semester and semester grades are sent to parents or guardians unless you meet federal requirements for exemption and file with the registrar a written request that grades not be sent. The following grade scale is used to indicate student performance in each course:

Grade	Standard	Quality Points
A	Excellent	4
B	Good	3
C	Average	2
D	Below Average	1
F	Failure	0
W	Withdrawn	—
I	Incomplete	0
NC	No Credit	—
NR	No Grade Reported	—

An "I" may be given only when you have been unable to complete a course for circumstances which, in the judgment of the faculty member, were unavoidable. It must be removed by mid term of the semester immediately following the semester or summer term in which it was received.

A grade of "I" is considered to be an "F" for grade point average computing purposes until it is removed, and it becomes an "F" automatically if not removed by the deadline.

Change of Grade: After a final grade has been reported to the registrar, the only basis for changing the grade is error on the part of the faculty member in calculating or reporting the grade. Students appealing a grade should first consult the teacher, next the department chair, then the dean, and finally the vice president for academic affairs in accordance with accepted procedures. For additional information, see the Academic Grievance Procedure section of the Catalog.

Grade Point Average (GPA) Computation: Cumulative GPA is calculated on the basis of total quality points earned divided by total hours attempted. Transfer credits will be calculated into the GPA (except for credit from foreign schools).

Dean's List: A Dean's List is published each semester honoring those who achieve high scholarship. To be eligible you must earn a 3.65 GPA on 12 or more hours of work and not have any incompletes.

Graduation with Honors: Graduating seniors who achieve at least a 3.3 GPA graduate *cum laude*. Those with a GPA of 3.6 graduate *magna cum laude*, and those with a GPA of 3.85 or higher graduate *summa cum laude*. Beginning with the Fall 1999 freshman class, the GPA's for graduation with honors will be 3.5, 3.75 and 3.9, respectively.

Academic Warning, Probation and Suspension: The following table sets forth criteria for less than satisfactory academic progress.

Hours Attempted	Academic Warning	Probation
Up to 26 semester hours	Less than 1.50 GPA	Less than 1.35 GPA
26 up to 56 semester hours	Less than 1.75 GPA	Less than 1.50 GPA
56 up to 80 semester hours	Less than 2.00 GPA	Less than 1.75 GPA
80 or more semester hours		Less than 2.00 GPA

Academic Warning status is an early warning to students who are in danger of being put on probation and as such does not carry any restrictions.

Academic Probation policy applies only to fall and spring semesters, not to Summer Session. Probation is removed at the end of a semester, never at mid-semester. Failure to remove Academic Probation status the following semester results in academic suspension.

Students on Academic Probation are limited to a normal course load and are not eligible to represent the University in extracurricular activities, such as intercollegiate athletics, chorus, debate, band, dramatic productions and student publications. Representing the University includes public performances and trips but not regular meetings and practices.

Students on Academic Suspension are required to drop out for at least a full semester. You may attend Summer Session, however, and if you achieve a satisfactory record on a program of summer work approved in advance by the Academic Retention Committee, you may be accepted for readmission for the fall semester. In order to be readmitted, you must make application for readmission to the Academic Retention Committee, giving evidence that you will be able to do satisfactory academic work if readmitted.

A second suspension is permanent and results in academic dismissal.

Graduation Requirements

The following are minimum requirements for graduation:

1. Complete 128 semester hours. Some majors require more.
2. Complete 96 hours of formal instruction (classroom instruction, independent study, co-op and field work, contract courses, validation, correspondence courses). Credit earned without formal instruction (AP, CLEP, IB, credit by examination) does not count toward the 96.
3. Complete 45 hours of upper-level work (courses numbered 250 and above at Harding).
4. Complete 32 hours in residence at Harding.
5. Complete 23 of the last 32 hours in residence at Harding.
6. Earn a GPA of 2.0 or higher on all work.
7. Earn a GPA of 2.0 or higher in your major.
8. Transfer students must earn a 2.0 GPA or higher in all work taken at Harding.
9. Transfer students must earn a GPA of 2.0 or higher in all courses taken at Harding in their major.
10. Transfer students must earn 9 upper-level hours in their major (for a Bible major, 10 hours) at Harding.
11. Transfer students must complete 60 hours at a four-year institution.
12. Complete all General Education and major requirements as outlined in the Catalog.
13. Satisfy the English Proficiency requirement in one of the following ways:
 - (1) Pass ENG 249.

- (2) Earn a grade of "B" or higher in HNRS 201 or in both ENG 111 (or 113) and 211 (or earn CLEP credit in ENG 111 (or 113) and a grade of "B" or higher in ENG 211).
 - (3) Earn a grade of "C" or higher in ENG 281 at Harding.
 - (4) Receive credit in ENG 111 and 211 at Harding through the Advanced Placement Program or the International Baccalaureate Program.
 - (5) Pass the English Proficiency Examination (EPE) after reaching junior standing. You may take this test only four times, and you may not take it after you earn 105 hours.
14. File a "Request for Degree" form with the registrar's office. May or August graduates must file the request for degree early in the fall semester of the senior year. December graduates must file early in the spring semester of the senior year.

Code of Academic Conduct

Students at Harding are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes but is not necessarily limited to the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Chemical Consumption*: Consuming chemicals that alter thinking and cause physical or behavioral changes, unless these are taken under the direct supervision of a physician.

Incidents of alleged academic misconduct should be resolved between the faculty member and the student whenever possible. If a matter cannot be resolved, it must go to the appropriate department chairman or dean. Appeals of the chairman's or dean's decision may be made to the vice president for academic affairs and, ultimately, to the Academic Misconduct Appeals Committee.

In cases where the faculty member is also a department chairman, dean, or the vice president for academic affairs, he or she may assume all of the authority of his or her highest office in the carrying out of this procedure.

The procedure set forth below is to be followed in order to facilitate a full and equitable resolution of allegations of academic misconduct.

Resolution by Student and Faculty Member: A faculty member or any other person who has reasonable cause to believe that you have engaged in an act of academic misconduct may confront you with the allegation as soon as possible. If a resolution cannot be reached between the faculty member and you, the faculty member must report the matter to his or her department chairman.

Resolution by Department Chairman: The department chairman will confer with the

faculty member or other appropriate person, ascertain the circumstances involved, and review pertinent materials to determine if a reasonable or sound basis exists for believing that academic misconduct has occurred. If he or she concludes that a reasonable or sound basis exists for believing that an act of academic misconduct may have been committed, then he or she will promptly arrange a conference with you. You must be informed that an issue of possible academic misconduct exists and that further investigation of the circumstances by the department chairman may be necessary in order to determine whether an act of academic misconduct has occurred.

The department chairman may resolve the matter as follows:

1. The matter will be dismissed if evidence leads the department chairman to conclude that you did not engage in an act of academic misconduct, or that such misconduct cannot be proven.
2. The matter will be concluded at the departmental level if you make a voluntary written admission that you engaged in an act of academic misconduct. In matters where an admission is made, the department chairman will, with the written concurrence of the faculty member, prescribe a penalty. Under such circumstances, the penalty prescribed can be anything up to, but not including, suspension or expulsion.
3. The matter will be forwarded to the academic dean if (a) it is not resolved by a dismissal of the charge or admission of wrongdoing; or (b) either the faculty member or you insist upon further review of the situation. The department chairman has the authority to refuse to take a voluntary written admission and may forward the matter to the academic dean if he or she believes that the offense may warrant suspension or expulsion.

Resolution by Academic Dean: Any matter not resolved by the department chairman must be forwarded to the academic dean. The academic dean may arrange conferences with the faculty member, you and others as may be appropriate, to discuss the matter in question. You will be given the opportunity to make a statement and present any evidence, witnesses or materials favorable to your position. The academic dean, after careful deliberation, will render a decision. You will be informed in writing of the dean's decision and of your right to appeal within 48 hours of receipt of the notice of the dean's decision.

Resolution by Vice President for Academic Affairs: If you appeal the decision of the academic dean, the vice president for academic affairs must schedule a conference with you to explore the circumstances and reasons for an appeal. If, after meeting with you and conferring with others as may be appropriate, the vice president for academic affairs is able to reach a satisfactory and agreeable solution to the matter, the appeal process will be concluded.

Resolution by Academic Misconduct Appeals Committee: If mediation of the appeal to the vice president for academic affairs fails, then he must convene an appeals committee to resolve the issues that remain. The committee will consist of the vice president for student affairs, the vice president for academic affairs, one student from the division where the alleged misconduct occurred and who is appointed by the president of the Student Association, and one faculty member from the division where the alleged misconduct occurred and who is appointed by the president. The vice president for academic affairs will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic misconduct issues; he or she will have a vote in determining the decision of the committee and will serve the committee in matters of process and procedure. The committee's decision will be final and will conclude the process insofar as the University is concerned.

The hearing will be conducted in a manner that ensures substantial fairness and will not

be restricted by the rules of evidence common to court proceedings. All witnesses must be required to attest to a statement regarding the accuracy of the testimony to be given. The usual order will be the submission of evidence of the alleged academic misconduct; the submission of evidence in support of the charge; the submission of any rebuttal evidence; and closing arguments. Evidence of previous violations of University rules and regulations or violations of local, state or federal laws, ordinances and regulations will not be considered in determining whether the violation charged was in fact committed, but such evidence may be considered in determining the appropriate sanction.

The involved faculty member and you will have reasonable opportunity for questioning of the witness(es). If a witness is unavailable, the committee will determine whether or not, in the interest of fairness, the written statement of such witness(es) will be admitted. However, in no case will such evidence be considered unless an opportunity for rebuttal is provided. Only one single verbatim record will exist. Hearing proceedings (excluding deliberations of the panel) will be tape-recorded and become the property of the University. The hearing will be open only to the involved faculty member, you, witnesses and representatives (including the committee) of the vice president for academic affairs. Neither legal counsel nor your parents will be permitted to appear before the committee except as witnesses.

Record of Academic Misconduct: If you admit or are found to have engaged in academic misconduct, your name, student number and academic division will be forwarded to the office of the vice president for academic affairs, which will act as a central clearinghouse for the names of all students who have been determined to have engaged in academic misconduct. The office of the vice president for academic affairs will assist the department chairman or dean in determining whether or not you have a prior determination of academic misconduct. If it is determined that you engaged in academic misconduct, then your prior record of academic misconduct will be considered in imposing sanction.

Academic Grievance Procedure

If you have reason to question the decision of a faculty member with regard to a grade received in a course or unreasonable denial of academic progression, a procedure has been established to resolve your grievance. The procedure is as follows:

1. You must register your complaint in writing to the faculty member within seven days following the alleged incident. Within the writing, you must set forth reasons and grounds for your grievance. Upon receipt of the complaint, the faculty member must meet with you and strive to resolve the problem.
 - a) If a resolution cannot be reached within five days and the complaint concerns a course within the College of Arts and Humanities or the College of Sciences, then it is your responsibility to register your complaint in writing with the department chairman. Upon receipt of the complaint, the department chairman must meet with the faculty member and you and strive to resolve the problem. If a resolution cannot be reached within five days, then it is your responsibility to initiate the grievance procedure set forth in paragraph 2 and following.
 - b) If a resolution cannot be reached within five days and the complaint concerns a course within the College of Bible and Religion, College of Business Administration, College of Education or College of Nursing, then it is your responsibility to initiate the grievance procedure set forth in paragraph 2 and following.

2. If, after completion of the procedure set forth in paragraph 1 above, you believe that your grievance has not been equitably resolved, then you may file an appeal in writing with the appropriate dean and set forth within the appeal the grounds and reasons of the appeal. The dean must immediately notify the involved faculty member of the appeal and, upon notification, the faculty member will have three days to respond in writing to your allegations.

Within five days of receipt of the appeal, the involved dean must appoint an ad hoc Grievance Committee and notify the faculty member and you of the date and time to appear before the committee for a formal hearing on the allegations and issues. The hearing must be held within 14 academic days of the receipt of the appeal. ("Academic days" are those days included within the fall and spring semesters and summer terms excluding Intersession.)

The hearing must be conducted in a manner ensuring substantial fairness, and it will not be restricted by the rules of evidence common to court proceedings. All witnesses will be required to attest to a statement regarding the accuracy of the testimony to be given. Each party will have the right to be accompanied by one other person, but that person may not be your parent, guardian or legal counsel. The hearing will be open only to the faculty member, you and witnesses. Neither your parents, guardian nor legal counsel will be permitted to appear before the Grievance Committee except as witnesses. Hearing proceedings (excluding the deliberations of the committee) will be tape-recorded.

Each party will make a brief opening statement. Evidence will then be presented by the faculty member in support of the grade assigned or the denial of academic progression. Then you will be permitted to present evidence in support of your allegations. Thereafter, both sides will be permitted to present rebuttal evidence followed by closing statements. During the hearing the faculty member and you will have reasonable opportunity for orderly questioning of the witnesses. Evidence may be presented in the form of witnesses or documents relevant to the issues to be determined by the committee.

At the conclusion of the evidence, the hearing will be adjourned and the committee will have three days to reach a final decision. The decision must be submitted in writing by the committee chairperson to the faculty member, you and the dean. The decision of the committee will be by majority vote.

3. The decision of the Grievance Committee may be appealed by the faculty member or you to the vice president for academic affairs within three days of its receipt. Upon receipt of the appeal, the vice president for academic affairs will order preparation of a transcript of the hearing before the Grievance Committee. That transcript, along with all documents submitted by both parties, will be reviewed by an ad hoc Appeals Committee appointed by the vice president for academic affairs. The committee will be composed of three persons, and the vice president for academic affairs will serve as the chairman for the committee. The responsibility of the Appeals Committee will be to review the record created before the Grievance Committee and to render a decision based on a review of the record. There will be no opportunity for presentation of additional evidence before the Appeals Committee. The Appeals Committee may take one of the following actions:

- 2001-2002 Harding University Catalog
- a) Affirm the decision made by the Grievance Committee, in which case the decision is final.
 - b) Remand the decision of the Grievance Committee for additional evidence, reconsideration and redetermination. The redetermined decision of the Grievance Committee is subject to further appeal to the vice president for academic affairs.
 - c) Reverse the decision of the Grievance Committee and render their own decision, in which case their decision will be final.

Upon final decision of the Appeals Committee, you will have exhausted your right of appeal within the University.

As in the case of any policy and policy guidelines, Harding reserves the right to change them or to make appropriate revision, additions, amendments or corrections. Faculty and students will be notified of any substantial changes.

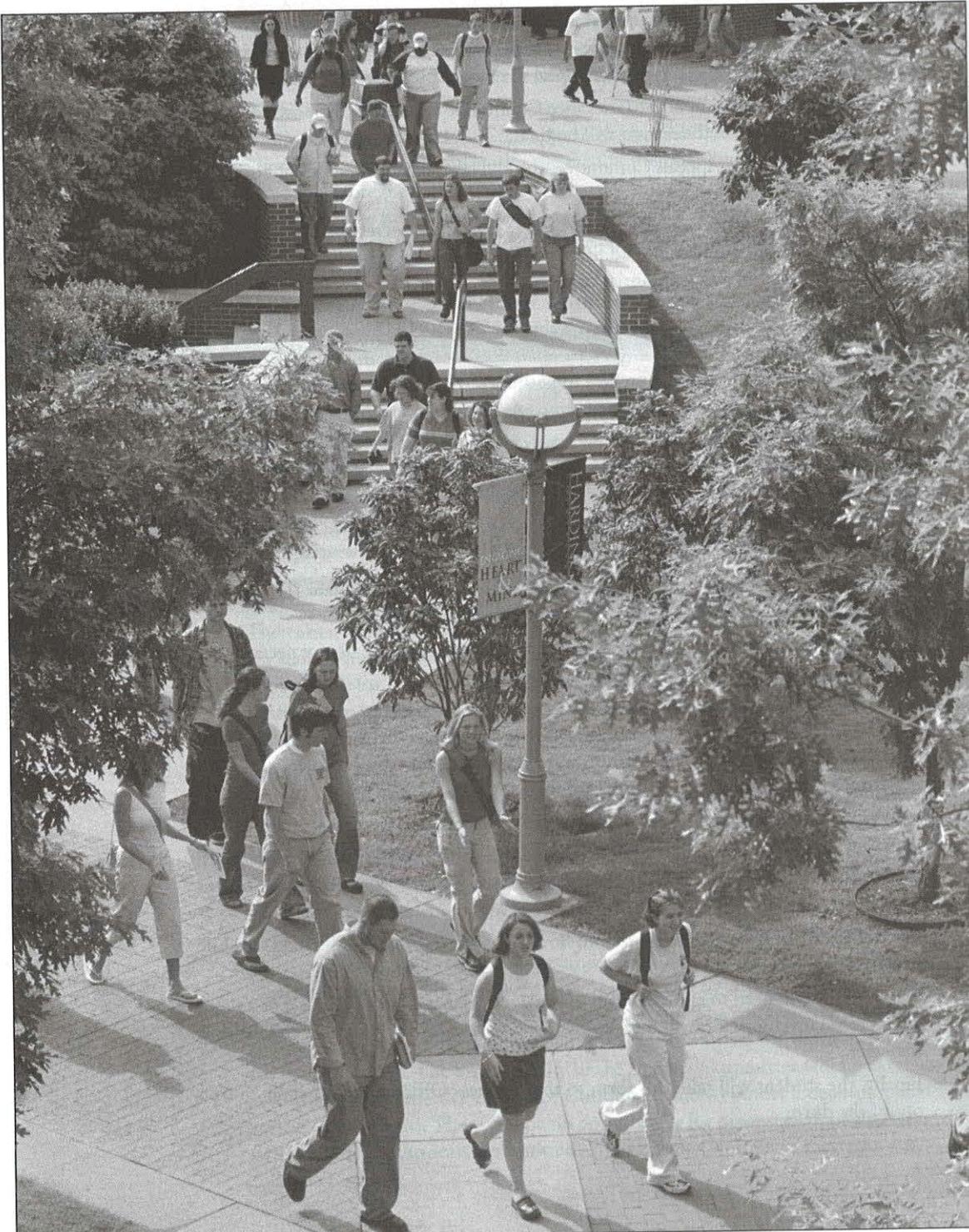
Withdrawal Procedures

The following are the steps to the process to withdraw from the University:

1. When a student decides to withdraw from the University, he/she must go to the Student Services Office to get the necessary paperwork. The student will fill out paperwork and have an exit interview to get his/her paperwork signed by a Student Services Dean.
2. The student will then go to Student Financial Services to take care of any necessary paperwork and to get the withdrawal form signed.
3. Next the student will go to the Business Office to turn in his/her student ID, take care of any outstanding business, and get the withdrawal form signed.
4. The student will then go to the Student Loan Office to take care of any necessary paperwork and get his/her withdrawal form signed.
5. The last place the student will need to go is the Registrar's Office to get his/her withdrawal form signed. The withdrawal date is determined by the date the Registrar's Office receives the form. The withdrawal process will not be complete until the Registrar's Office receives the withdrawal form.

If a student is also a dormitory student, he/she will also need:

1. A drop from housing form from the Student Services office, along with the withdrawal forms. He/she will need to get a drop from housing form signed by the Student Services Dean.
2. Then the student will take the drop from housing form to the Office of Residence Life to have it signed.
3. Next, he/she will need to take the form to the dorm manager who will fill it out along with a room inventory form, and the student will turn in his/her room key to the dorm manager.
4. Finally, the student will take this form to the Business Office to be officially moved out of the dorm.



Financing a college education is a concern shared by virtually all prospective students and their parents. The financial information contained in the following pages presents educational expenses in a realistic manner and suggests ways that you can meet them.

Harding University, a private institution without benefit of tax support, must meet its operating costs by income from student tuition and fees, government grants, auxiliary enterprises, gifts and endowment earnings. As tuition and fees are discussed in the following pages, you will discover that the cost of attending Harding is moderate compared to many colleges and universities of the same size and quality.

Admission Fees: Two fees should accompany the Application for Admission — a \$25 application fee and a \$125 housing reservation deposit. These may be forwarded as one check or money order for \$150 made payable to Harding University. The application fee is nonrefundable and is designed to cover the cost of application processing. The housing reservation deposit is applied to your account. The housing reservation deposit will be refunded for residence hall rooms if your reservation is canceled before May 1 for the fall semester, Oct. 1 for the spring semester, or April 1 for Summer Session. Commuting students should file only the \$25 application fee. Married students applying for campus housing should file, in addition to the \$25 application fee, a \$125 apartment reservation deposit for a total of \$150. The apartment reservation deposit for Harding Village Apartments is \$200. The apartment reservation deposit is refundable if the reservation is canceled 30 days before occupancy date.

Typical Expenses: A typical resident student taking 15 hours per semester can meet all regular expenses of tuition, fees, room and food service for \$13,630 for the school year. A non-boarding student can meet expenses of tuition and fees for \$9,030. These expenses are illustrated in the following table:

	SEMESTER	YEAR
Tuition (15 semester hours)	\$4,365.00	\$8,730.00
*Technology/Academic Enrichment Fee	150.00	300.00
Meals (14-meal plan plus \$200 declining balance)	1,199.00	2,398.00
Residence Hall Rent	1050.00	2,100.00
Total basic cost for typical student	\$6,815.00	\$13,630.00

*Technology/Academic Enrichment Fee: Each full-time student (11 or more hours) will pay a special fee of \$150 per semester as a Technology Academic Enrichment Fee. Students taking 10 semester hours or less will pay \$15 per semester hour.

Food Service: Food service ranges from \$400 to \$1,371 per semester, depending on the meal plan and the declining balance amount selected. Declining balances may be carried forward from fall to spring semesters. All students who live in residence halls (except Shores Hall) are required to eat in the cafeteria. Freshmen and sophomores must choose either an unlimited plan or a 14-meal-per-week plan. Juniors and seniors may choose either an unlimited, 14- or 10-meal-per-week plan. Students who have a physician's statement prescribing a special diet are still required to eat in the cafeteria, but the cafeteria will furnish the diet prescribed by the physician at the regular cafeteria price.

Married Student Housing: Married students may rent furnished and unfurnished apartments on campus for \$200 (one bedroom) per month plus utilities in the East Married Student Apartments. The West Married Student Apartments rent for \$305 (two bedrooms) per month, plus utilities. Apartments in Harding Village rent for \$375 (two bedrooms) unfurnished and \$405 (two bedrooms) furnished. Town houses in Harding Village rent for \$405

(two bedrooms) unfurnished and \$455 (two bedrooms) furnished, plus utilities. The telecommunication fee for all apartments is \$18 per month.

SPECIAL FEES

Advanced Placement credit (per course)-recording fee	\$70.00
ART 105	20.00
ART 205	26.00
ART 211	27.00
ART 220	45.00
ART 235/255 (each)	71.00
ART 240	Depends on field
ART 251	14.00
ART 260	12.00
ART 312/512 (each)	11.00
ART 340	81.00
ART 345/545 (each)	77.00
ART 349	33.00
ART 350	15.00
ART 365/565 (each)	68.00
ART 375/575 (each)	12.00
ART 400, 401/501 (each)	70.00
ART 475/675	Depends on field
Automobile registration fee (nonrefundable)	65.00
BIOL 121, 122, 311, 352/552, 406, 416/516 (each)	20.00
BIOL 249, 253 (nonrefundable)	57.00
BIOL 408/508 (each)	24.00
BIOL 440	30.00
Change of examination fee (each)	10.00
Chemistry and physics lab fees, each course, nonrefundable	41.00
CHEM 405/505 (nonrefundable) (each)	70.00
CJ 470 liability insurance (amount to be determined by insurance agency)	
CLEP credit (per course)-recording fee	60.00
CLEP national examination (per test; includes administration fee; subject to change by College Board)	60.00
COMD 276, 277 (each)	23.00
COMD 301, 302 plus liability insurance (each) (amount to be determined by insurance company)	24.00
COMD 420, 421 plus liability insurance (each) (amount to be determined by insurance company)	172.00
COMM 220	32.00
COMM 305, 505 (each)	32.00
Credential package (mailed or faxed)	4.00
Credit by examination fee (per course; plus tuition if credit is earned)	10.00
Dorm Net (each semester)	75.00
Drop and Add fee (each transaction)	10.00
EdFd 202	22.00
EdFd 203 PPST (subject to change by ETS)	112.00
EdFd 320/520 (each)	22.00
EIEd, SeEd, SpEd 308	45.00
EIEd, SeEd, SpEd 310	45.00

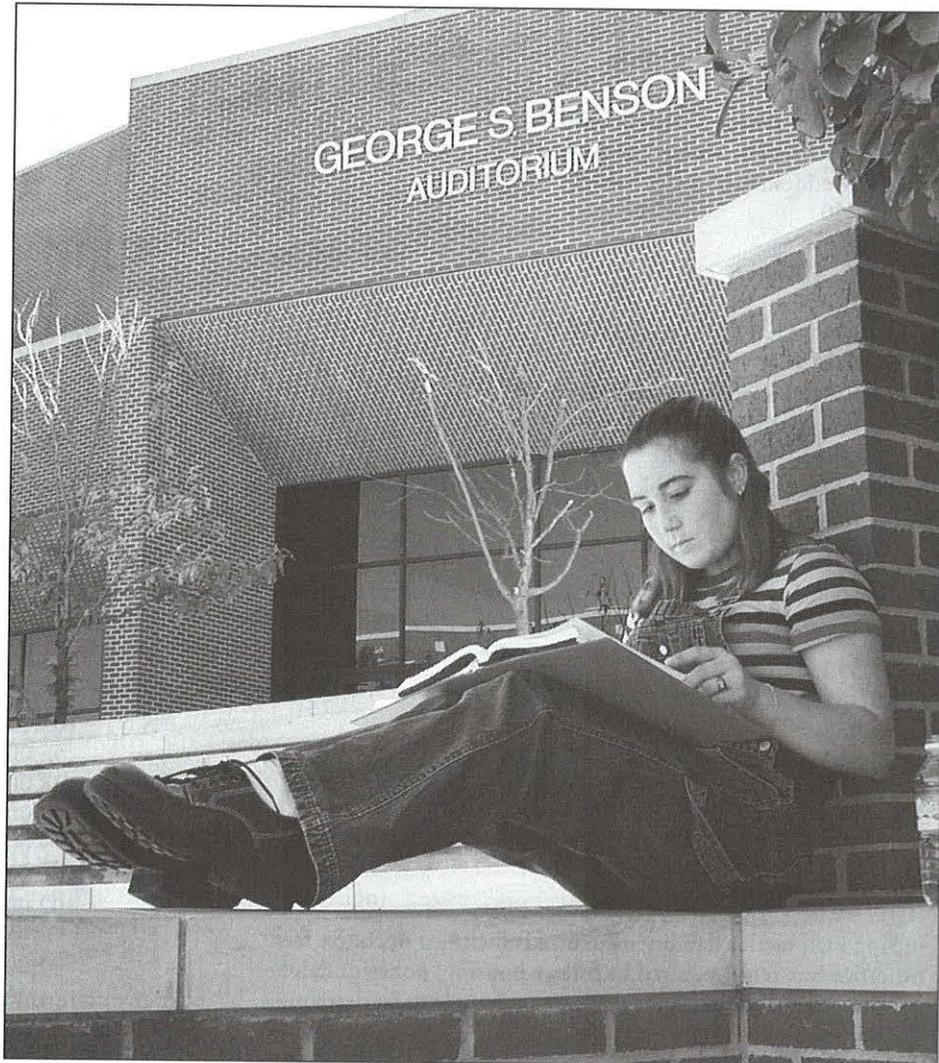
EEd 408/508	24.00
EEd 381, 481 (each)	91.00
EEd 383, 441, 442 (each)	210.00
SeEd 419-431 (each)	22.00
SeEd 451, 461 (each)	181.00
SpEd 475	210.00
SpEd 481, SeEd 481	91.00
Exemption examination (per course)	10.00
FCS 267, 300 liability insurance (amount to be determined by insurance company)	
Graduation fee (required of all graduates whether attending or not)	91.00
H Ed 312/512 (each) (optional noncredit driver education instruction)	163.00
HIST 366/566 (each)	65.00
HIST 390/590 (each)	65.00
International Baccalaureate credit (per course)-recording fee	70.00
KINS 101	34.00
KINS 125	20.00
KINS 302/502 (each)	20.00
KINS 355, 356 (each)	16.00
Late registration	
On Tuesday-Friday after cataloged date	50.00
On the following Monday-Wednesday	60.00
After Wednesday of second week	70.00
MATH 440	30.00
MUS 100	261.00
MUS 215, 216, 217, 218 (each)	22.00
MUS 273	213.00
MUS—PIA 111, 112, 211, 212, GUI 111-112	213.00
MUS—VOI 100	200.00
MUS—half-hour private lesson per week	216.00
MUS—hour private lesson per week	377.00
MUS—piano rental (private piano/voice students)	44.00
National Teacher Exam (subject to change by ETS; varies by major)	189.00-350.00
NURS 100	68.00
NURS 203	50.00
NURS 300	133.00
NURS 315	176.00
NURS 321	65.00
NURS 350	73.00
NURS 351, 352 (each)	128.00
NURS 362	105.00
NURS 413	42.00
NURS 450	128.00
NURS 452	73.00
NURS 453	79.00
NURS 454	65.00
NURS 462	102.00
Nursing malpractice liability insurance is included in course fees.	
Post office box rent (required in college housing, nonrefundable)	42.00
PSY 440/540 liability insurance (amount to be determined by insurance company)	
RECR 133	varies with activity
RECR 210	14.00

S WK 452 liability insurance 2001-2002 (Harding University Catalog (amount to be determined by insurance company))

Telecommunication fee (per student, each semester; required in residence halls, nonrefundable)	51.00
Telecommunication fee (each month; required in married student housing)	18.00
Transcript of academic record (per order)	6.00
Transcript of academic record (fax, per order)	8.00
Validation examination (per course)	10.00

Summer Session Expenses: For financial information regarding Summer Session, see the Summer School Bulletin.

Graduate School Expenses: For a summary of the tuition and fees for graduate students, see the appropriate department for a catalog. The same facilities and rates for room and board are available for graduate students as for undergraduates. Expenses for graduate students at the Harding University Graduate School of Religion are published in the Catalog of the Harding University Graduate School of Religion, 1000 Cherry Road, Memphis, TN 38117.



Financial Policies

General Policies: Harding's financial well-being is dependent upon prompt payment of accounts. For this reason, Harding transcripts and diplomas will not be released if a student has failed to take care of any indebtedness to the University. Exception is made for government loans if they are not past due. At the discretion of the administration, you may be suspended for non-payment of indebtedness. Semester charges are not reduced for late enrollment.

Payment of Accounts: All charges are due at registration. Payment options are as follows:

1. Payment in full before or at registration.
2. Pay a down payment of \$2,100 before or at registration and pay the entire remaining balance by the first due date (approximately 30 days from registration).
3. Deferred payment plan – (available for fall and spring semesters only) This plan allows a down payment of \$2,100 at or before registration, and the balance is due in three monthly payments. The first scheduled payment (1/3 of balance) is due approximately 30 days after registration. **This plan is subject to an 8 percent per annum interest charge compounded monthly.**

Refunds: Since the operating costs of a university must be based upon an estimated enrollment, students are granted admission with the understanding that they are to remain for a full semester. The Technology/Academic Enrichment Fee is nonrefundable. When you officially withdraw, refund of tuition is governed by the following policy calculated from the cataloged date for enrollment:

Within first week	90 percent refund of tuition
Within second week	80 percent refund of tuition
Within third week	60 percent refund of tuition
Within fourth week	40 percent refund of tuition
Within fifth week	20 percent refund of tuition
After fifth week	No refund of tuition

Students leaving residence halls by permission of the administration are refunded rent for the unused time, except that any part of a four-week period started is counted as a full period. The telecommunication fee is nonrefundable.

Board is refunded when the student ID is turned in to the Business Office. Cost of meals will be due for any week started and remaining declining balance is refundable. No refund can be made for meals missed while enrolled. Refunds cannot be made for meals missed due to late enrollment. The official check-out from residence halls is the determining factor for meal refunds.

If a student's withdrawal results from misconduct, the institution is under no obligation to make any refunds.

Scholarships are charged back at the same rate tuition is refunded.

Financial Aid

Financial aid is available to most Harding students in the form of scholarships, government grants, loans, work-study programs, veterans programs and vocational rehabilitation programs.

These funds are administered wholly or in part by the Office of Student Financial Services.

es. Requests for information and assistance should be directed to Harding University, Box 12282, Searcy, AR 72149-0001; telephone (501) 279-4257 or 1-800-477-3243 (toll free); or e-mail financialaid@harding.edu.

Requirements: Application for aid should be made as follows:

1. Apply or be admitted to Harding University. Application forms are available from the Office of Admissions Services.
2. Complete the Free Application for Federal Student Aid (FAFSA).
3. Request any other application forms for financial aid from the Office of Student Financial Services.

In most cases, to qualify for financial aid, you must be enrolled for at least 6 hours each semester. Before enrolling for fewer than 12 hours, check with the Office of Student Financial Services to determine what effect it will have on your financial assistance.

Financial aid awards are based on current federal and state regulations. To help meet your need (as determined by the FAFSA) awards are made in the following order: grants, scholarships, loans and work-study. You have the right to accept or decline any aid offered.

Disbursements: Disbursements are made once each semester and are credited to your account during registration or during the semester.

Return of Title IV Funds (Federal Aid): Based on the Higher Education Amendments of 1998, students receiving Title IV financial aid (Stafford loan, Perkins loan, PLUS loan, Pell Grant, Federal Supplemental Educational Opportunity Grant or other federal sources of aid) and who withdraw, drop out or are dismissed before completing more than 60 percent of the payment period are subject to a calculation to determine if the funds must be returned to the federal or state financial aid programs. In some cases, all Title IV aid must be returned. **The calculation of the return of these funds may result in the student owing a balance to the University and/or the federal government.** Once the student has completed more than 60 percent of the payment period, all federal financial aid assistance is considered to be earned, and the funds may be retained. If funds must be returned, the order of return is as follows:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Other Title IV aid programs

A detailed explanation of the required Return of Title IV Funds calculation is available in the Office of Student Financial Services and on the University Web site at www.harding.edu.

Satisfactory Academic Progress Policy: Students who receive Title IV financial aid must make satisfactory progress toward a degree. Satisfactory progress includes maintaining the following grade point averages:

- | | |
|------|--|
| 1.35 | First semester through 25 semester hours |
| 1.50 | 26 through 55 semester hours |
| 1.75 | 56 through 79 semester hours |
| 2.00 | 80 semester hours through graduation |

In addition, full-time students must complete degree work according to the schedule below.

In the table, academic year is construed to mean the fall, spring and summer sessions.

Academic years completed	1	2	3	4	5	6
Semester hours completed	18	36	54	72	90	108

Part-time students may take longer, with expectations prorated according to academic load.

Failure to maintain the required grade point average and complete degree work on schedule results in suspension of aid. When the requirements once again are met, aid is reinstated the following semester.

Students with mitigating circumstances regarding financial aid may appeal in writing to the Financial Aid Committee through the Office of Student Financial Services. Appeals for the approaching school year must be received by Aug. 1.

Ethics: Beyond academic requirements, in accepting financial aid you incur an ethical responsibility to observe the University Code of Conduct and fulfill your contractual financial obligations.

Scholarships

Academic Scholarships: All full-time students with a high school grade point average of 3.0 or higher and an ACT score of 22 or SAT score of 1020 will be considered for an academic scholarship. In cases where multiple scores are reported, the highest composite score will be considered.

All academic scholarships are prorated over a four-year period. To retain your scholarship you must be a full-time student and maintain at least a 3.0 cumulative grade point average.

National Merit Scholarships: An unlimited number of scholarships are available to National Merit Scholarship finalists. These provide full tuition. During eight semesters of enrollment, the amount awarded is approximately \$35,000. To apply, send your official National Merit score report to the director of admissions services. A photocopy is not acceptable.

To retain your scholarship, you must be a full-time student and maintain a 3.25 cumulative grade point average.

Trustee Scholar Awards: Twenty-five Trustee Scholar Awards (full tuition for eight semesters) are awarded on a competitive basis to applicants who meet the qualification requirements and are selected. To be considered you must:

- Have a 31 or higher ACT composite score or 1330 or higher SAT combined score;
- Have a 3.5 grade point average or higher (based on 4.0);
- Undergo a scholarship interview on campus after March 15;
- Be a full-time residence hall student;
- Possess leadership ability;
- Have good moral character; and
- Be a new Harding student with fewer than 14 transferable semester college hours, excluding AP, CLEP and IB credit.

You must already be admitted to Harding and apply by March 15. Winners are selected and notified by mid-April. If selected, you must accept the scholarship by May 1. To retain your scholarship, you must be a full-time residence hall student and maintain a 3.25 cumulative grade point average. If you are not selected, you receive automatically the academic scholarship commensurate with your ACT/SAT test score.

Departmental Scholarships: Scholarships are awarded in speech and debate, vocal and instrumental music, family and consumer sciences, art and Bible. Except for debate, these scholarships are generally awarded to departmental majors. Contact the appropriate department chair or dean for information.

Athletic Grants-in-Aid: Grants-in-aid are available in men's and women's athletics, according to rules of the NCAA. The maximum grant-in-aid covers tuition, fees, room and board. Contact the head coach of each sport for information.

Endowed Scholarship Funds: Scholarship funds have been established by friends of the University in order to help students receive an education. When you apply for admission to Harding, you are considered for most scholarships for which funding is available. In many cases, these funds are used to pay for scholarships you already have been awarded. Information about new scholarships, scholarships requiring a separate application, and other sources of scholarship funding is available on the Office of Student Financial Services' Web site, www.harding.edu/sfs, or by contacting the office at (501) 279-4257.

To continue to receive all the scholarships described above, students must meet the academic standards of that scholarship and abide by the University's code of conduct.

Total scholarship aid may not exceed total tuition.

Scholarships may be subject to adjustment if a student drops below full-time status. Contact Student Financial Services for information regarding scholarship status if you are considering dropping hours.

GOVERNMENT GRANTS

Federal Supplemental Educational Opportunity Grants: FSEOG grants are available to undergraduate students with exceptional needs.

Federal Pell Grants: All undergraduate students who are eligible for a Federal Pell Grant will automatically be awarded based on the FAFSA application.

State Grants: Residents of Arkansas, Pennsylvania, Rhode Island and Vermont may apply for grants from your respective states.

LOANS

The Office of Student Financial Services is the primary source of information about loans and grants. Contact the office at Harding University, Box 12282, Searcy, AR 72149-0001. The telephone number is (501) 279-4257 or 1-800-477-3243 (toll free). The office can also be contacted via e-mail at financialaid@harding.edu.

Federal Stafford Student Loan: The federal Stafford student loan program makes loans available to both undergraduate and graduate students. Loans normally are made through participating lenders and are electronically processed by the Student Financial Services Office.

Through this program you may borrow at an interest rate based on the 91-day Treasury Bill plus 2.30 percent, not to exceed 8.25 percent. Repayment does not begin until six months after you graduate or cease taking a half-time load of study. The government pays the interest while you are in school if you qualify for a subsidized loan based on need. Students who do not qualify on the basis of need are given unsubsidized loans and are responsible for the interest that accrues while in school.

Federal Perkins Loan: Students who show a financial need may be able to borrow through the federal Perkins loan program. Repayment begins nine months after you leave school and continues for no more than 10 years at an interest rate of 5 percent.

Federal Nursing Student Loan: This program assists students who are pursuing degrees in nursing. Students must be accepted into the College of Nursing before applying for this loan.

WORK

Work on campus is a source of financial aid to students. Working an average of 10 hours per week, students can earn more than \$1,400 per year. Many, of course, work fewer hours and earn less.

There are two work programs: The Work-Study program, funded by the federal government; and the Harding work program. To qualify for either program, you must complete the Free Application for Federal Student Aid.

Students approved for work on campus are eligible for work but are not guaranteed an assignment. Neither can Harding promise you will be able to earn all of the award for which you are eligible. After arriving on campus, those who have been approved for and have not obtained work should contact the Cooperative Education office for assistance in locating an assignment. Students are paid minimum wage on the college Work-Study program and are switched to the Harding program when Work-Study funds are expended. The Harding program rate of pay is 85 percent of minimum wage.

VETERANS PROGRAMS

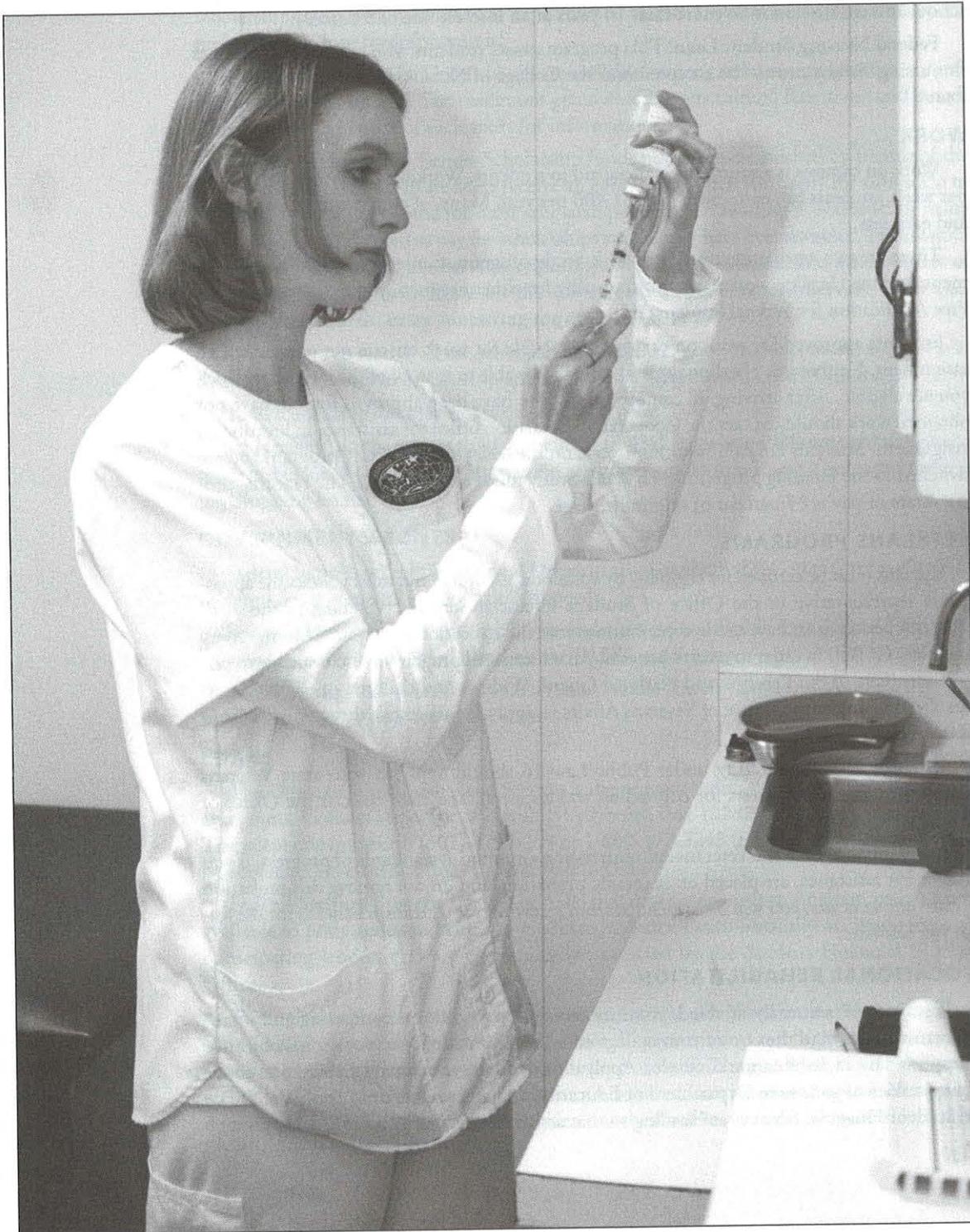
Veterans must be certified for eligibility by your local VA offices and must contact the appropriate representative in the Office of Student Financial Services. Veterans of the post-Vietnam period must have made contributions into the educational program (Montgomery and New GI Bill) in order to receive benefits. An educational program is also available to certain members of the Reserves and National Guard. Widows and children of eligible veterans should contact the Office of Veterans Affairs to apply for assistance through educational benefits.

Disabled veterans entering under Public Law 16 should apply to your state Veterans Administration headquarters for counseling and approval, and then contact the Office of Student Financial Services.

In compliance with the Veterans Administration's minimum standards of progress, if you receive VA assistance, are placed on academic probation, and do not remove this probation within one semester, you will be suspended from receiving VA education benefits for the following semester.

VOCATIONAL REHABILITATION

If you are permanently disabled, you may receive free vocational counseling and financial assistance toward the cost of your college education, provided your vocational objective is approved by a rehabilitation counselor. Apply directly to the vocational rehabilitation counseling service of your state Department of Education and at the same time notify the Office of Student Financial Services at Harding so that assistance may be given if necessary.



Interdepartmental Programs

Interdepartmental programs transcend departmental boundaries. These nine programs — the Academic Services Center, ADVANCE, Cooperative Education, the General Education Program, the General Studies major, the Honors College, the Humanities major, International Programs, and Student Support Services — vary greatly in size and scope. One — the General Education Program — is required of all students. The others are more specific in nature. All play an important role in supporting traditional academic programs.

ACADEMIC SERVICES CENTER

COORDINATOR: Dee Bost, Ed.D.

The mission of the Academic Services Center is to assist the University in maintaining standards of academic excellence consistent with Christian ideals by serving as a central location which provides information and services necessary for academic success and lifelong learning to all eligible students and faculty. A range of support activities, equipment and materials are included to:

- Provide one-to-one and group tutoring in the content areas, learning enhancement workshops, and academic counseling that assists students in

learning how to learn as effectively, efficiently and confidently as possible in their coursework.

- Support student learning by means of supplementary materials and computer labs for additional drill/practice in learning skills and reading efficiency.
- Provide faculty and staff with services and resources for improving learning and augmenting classroom instruction.
- Provide a learning/working environment that is supportive of the academic, spiritual and social needs of all Harding University students.

ADVANCE PROGRAM

DIRECTOR: Dee Bost, Ed.D.

PROFESSOR:

Gene Dugger, M.S. (mathematics)

ASSOCIATE PROFESSOR:

Dee Bost, Ed.D. (psychology)

ASSISTANT PROFESSORS:

Klay Bartee, M.S.M.F.T.

Kayla Haynie, M.A. (English)

Carolyn Priest, M.Ed. (reading)

INSTRUCTOR:

Chris Pruitt, M.Ed. (reading)

ADJUNCT:

Carol Bowling, M.Ed. (psychology)

The mission of ADVANCE is to help students become active, independent learners who possess the skills necessary to succeed across the curriculum. The program is designed for students who enter Harding with ACT composites of 18 and below or O-SAT combined verbal-math scores of 770 and below or R-SAT scores of 890 and below.

The ADVANCE curriculum consists of five courses

and labs designed as leveling work for General Education courses. ADVANCE courses carry college credit and count toward degree requirements only when they can be used as free electives. A grade of "C" is required to pass each course. Deficiencies in all areas must be satisfied within three semesters in order to complete the program.

ENG 100. BASIC ENGLISH. (3) Fall, Spring. Grammar and basic composition skills.

MATH 100. BEGINNING ALGEBRA. (3) Fall, Spring. Basic arithmetic; introduction to elementary algebra.

PSY 100. INTRODUCTION TO UNIVERSITY STUDIES. (3) Fall, Spring. Instruction and practice in effective study habits and attitudes; availability and use of university resources; exploration of personal values and goals.

RDNG 110/112(LAB). COLLEGE READING. (2) Fall, Spring. Mastering basic skills in reading, including reading efficiency and flexibility, reading selectively, increasing comprehension, developing vocabulary, interpreting and evaluating reading material.

RDNG 111/113(LAB). CRITICAL READING AND REASONING. (2) Fall, Spring. Designed for students reading at near college level. Advanced practice and instruction in reading rate, vocabulary, comprehension, critical analysis and study reading.

COOPERATIVE EDUCATION PROGRAM

DIRECTOR: Denise Miller, J.D.

Students desiring on-the-job experience while helping finance their education should investigate cooperative education. You may pursue an alternating plan of full-time work and full-time classes; a parallel plan of half-time work and part-time classes; a one-semester internship; or a summer program. A maximum of 4 hours of elective credit in cooperative education is accepted for students transferring from a community college or other institution that grants credit for work assignments during the sophomore year. A maximum

of 6 hours is accepted in transfer if at least 2 hours were earned after the sophomore year.

367/567. COOPERATIVE EDUCATION. (1-6) Offered on demand. A program whereby formal classroom theory is applied to practical, career-related work experience. The Cooperative Education staff and a faculty member designated by the department chairman supervise the work experience. Both written and oral reports are required. The department chairman may accept a maximum of 6 hours of credit to substitute for required or elective courses in the major. Prerequisite: sophomore standing, 2.0 GPA, and joint approval of the department chairman and the director of cooperative education.

GENERAL EDUCATION PROGRAM

The General Education Program is a 54-hour core of basic courses required of all students. The program reflects the principles contained in the University mission statement and provides a foundation for study in major and minor fields.

The mission of the General Education Program is to:

1. Give all students a basic understanding of specific content areas;
2. Develop essential and fundamental skills;
3. Develop a Christian world view that brings a spiritual perspective to every academic discipline; and
4. Nurture both a readiness for learning and an ethical consciousness that will sustain students for living in a world of complexity and change.

These are the General Education Program course requirements:

Spiritual and Moral Values:	8
BNEW 112 (New Testament);	2
BOLD 101 (Old Testament)	2
Two courses from BNEW 211 (Life of Christ); BNEW 213 (Acts of Apostles); BDOC 251 (Christian Ethics and Doctrine); BYFE 234 (Christian Home); BOLD 202 (Ideas of Ancient Israel)	4

Communication and Critical Thinking:	9
ENG 111 or 113 (Composition I) ¹	3
ENG 211 (Composition II)	3
COMO 101 (Speech Communication)	3

The Individual and the Social Environment:	9
PSY 201 (General Psychology) ²	3
Social Science — one course from ECON 201 (Macroeconomics); POLS 205 (American National Government) ³ ; SOC 203 (General Sociology) ⁴	3
KINS 101 (Wellness) and one additional 1-hour kinesiology recreation activity course. ⁵	3

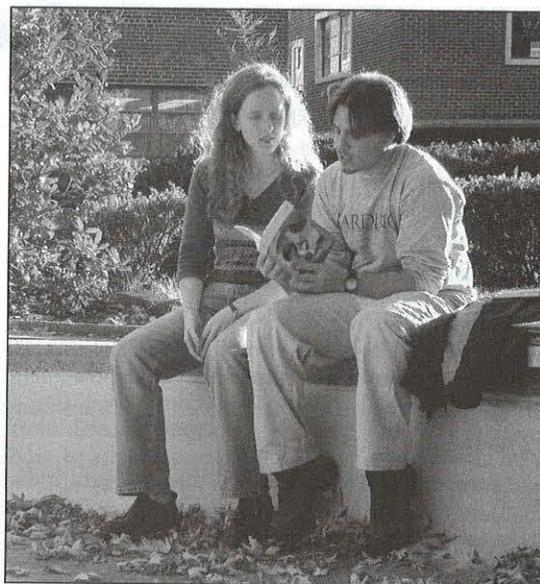
The Natural World:	9
BIOL 111 (General Biology), BIOL 113 (Human Structure and Function), or any biology course. ⁶	3
MATH 200 (Statistics) or any mathematics course numbered 151 or its equivalent. ⁷	3
Physical Science — one course from PH S 111 (Earth Science); 112 (Geology); 113 (Astronomy and Space Science); 115 (Energy, Pollution and Society); 116 (Physical Science) ⁸	3

The Creative Spirit:	7
ART 101 (Art Appreciation)	2
MUS 101 (Music Appreciation)	2
ENG 201 or 202 (Literature of the Western World)	3

The Historical Perspective:	6
HIST 101 or 102 (American History) ⁹	3
HIST 110 or 111 (Western Civilization)	3

Global Literacy:	6
Select from any modern foreign language courses; ¹⁰ ANTH 250; BIOL 250; BMIS 385, 386, 387; ¹¹ GEOG 302 or 303; HNRS 204 and 205; HUM 201 (International Studies programs only; 1-3 hours); INST 310; NURS 344 and 413; POLS 202; SOCS 301.	

- 1 Entering freshmen with ACT English subscores of 18 and below (SAT verbal of 440 and below) must pass ENG 100 as leveling work before enrolling in ENG 111 or 113.
- 2 Students seeking teacher licensure must take EDFD 203 in place of PSY 201.
- 3 Foreign students must take POLS 205.
- 4 Students seeking teacher licensure at the secondary level must take POLS 205, and it is highly recommended that they take GEOG 302 or 303. Early childhood and middle childhood majors must take GEOG 302 or 303.
- 5 Students who transfer to Harding with fewer than 3 hours of kinesiology activity must take KINS 101.
- 6 Kinesiology majors must take BIOL 113.
- 7 Students seeking teacher licensure must take MATH 151 or its equivalent. (MATH 200 is not an equivalent.) The General Education requirement in math may be met by achieving an ACT math score of 27 (SAT of 590).
- 8 The physical science requirement may be satisfied by CHEM 114 or 121 or PHYS 201 or 211.
- 9 Foreign students must take HIST 101 or 102.
- 10 The global literacy requirement is waived for international students for whom English is a second language. Other students who wish to apply for a waiver on the basis of extended residence abroad may have their case considered by a review board.



Appeals for waiver should be addressed to the Global Literacy Committee via the Office of the Vice President for Academic Affairs. Appeals should be presented with documentation (for example, report cards, yearbooks and visas) for the years abroad.

- 11 Only one of ANTH 250 and BMIS 386 may count for global literacy. Only one BMIS course may count for global literacy. Only one course may count for both Bible and global literacy.

A.A. or A.S. degree graduates of junior and community colleges may satisfy Harding's General Education requirements by completing the following broad-area curriculum: Bible (textual) — 8 hours; speech — 3 hours; art or music appreciation — 2 hours; natural science — 6 hours; mathematics — 3 hours; social science (must include 6 hours of American and/or world history) — 12 hours; kinesiology activity — 3 hours; English composition and literature — 9 hours. Remedial courses do not count.

Again, this plan applies only to graduates of junior and community colleges. Further, students who qualify for this plan and who are certifying to teach must still meet all Arkansas certification requirements.

Non-graduates of junior and community colleges must meet Harding's typical General Education requirements. However, upper-level courses may be substituted for lower-level ones.

GENERAL STUDIES MAJOR

The colleges and schools of Harding University cooperate to offer an interdepartmental bachelor of arts degree in general studies. This degree is intended for students who need a creative plan of study that serves their professional aspirations better than established traditional majors. Students interested in this major should contact the Office of the Registrar.

Graduation requirements include 128 hours with an overall GPA of 2.0, a 2.0 in the primary thematic concentration area (minimum 30 hours), and a 2.0 in the secondary thematic concentration area (minimum 12 hours).

Specific course work within a thematic area is determined in consultation with an appropriate chairman or dean in that area.

General education courses may not be used to



meet primary and secondary requirements. Any developmental course obligations are considered to be leveling work.

BACHELOR OF ARTS DEGREE GENERAL STUDIES MAJOR (GS) 128 TOTAL HOURS

Primary and secondary thematic concentrations may be chosen in these areas:

AREA 1 (Arts and Humanities): art, Bible, communication (except communication disorders), English, foreign languages and international studies, geography, Greek, Hebrew, history, humanities, missions, music, philosophy.

AREA 2 (Natural Sciences and Mathematics): biology, chemistry, computer science, mathematics, physical science, physics.

AREA 3 (Behavioral and Social Sciences): anthropology, education, kinesiology (professional courses only), political science, psychology, social science, social work, sociology, criminal justice, TESL.

AREA 4 (Business): accounting, business, computer information systems, economics, health care management, information technology, international business, management, marketing, professional sales.

AREA 5 (Applied Sciences): communication disorders, cooperative education, family and consumer sciences, nursing.

HONORS COLLEGE

DEAN: Jeffrey T. Hopper, Ph.D.

Debbie Baird, B.A., Assistant to the Dean
Kelly Milner, Secretary

Harding offers three tiers of honors credits for qualified students through its Honors College. The Honors Scholars Program and the Honors Students Program offer lower-level honors classes which will substitute for general education courses. In addition, qualified students can earn upper-level honors credits through contract courses. Honors courses challenge and stimulate outstanding students to develop their intellectual and leadership abilities to the fullest.

The Honors Scholars Program is open to incoming freshmen by invitation only. Students qualify by being named National Merit Finalists or Trustee Scholarship recipients, or by being selected from the pool of applicants scoring 31 or higher on the ACT (1330 or higher on the SAT).

The Honors Students Program is open to all incoming freshmen who score 27 or higher on the ACT (1200 or higher on the SAT). These students will be notified of their eligibility by the Office of Admissions Services, and may choose from among a variety of honors sections of general education courses listed in the

class schedule each semester. Transfer students and other current students may also qualify for this tier of honors work.

Students who complete a minimum of four classes in either of these tiers qualify to take honors credits in regular courses by negotiating new requirements that match Honors College guidelines.

The Honors Senior Capstone Project is a senior honors thesis or project suitable for the student's major. Students present their project in a public forum and are evaluated by a faculty committee.

A student who earns 10 or more hours of honors credit will be recognized at graduation. To graduate from the Honors College, students must earn a minimum of 20 hours of honors credits, including at least four (H) sections or four HNRS courses and four honors contracts. Students who earn a minimum of 26 honors credits, complete a minimum of four (HNRS) courses or four honors (H) sections and a minimum of four honors contracts, successfully present an Honors Senior Capstone Project, and maintain an overall GPA of 3.50 will graduate from the Honors College with Distinction.

The Honors College is a co-enrollment program, allowing students in all five schools and colleges of the University to participate.

For more information contact Dr. Jeff Hopper, dean of the Honors College, Box 10898, Harding University, Searcy, AR 72149; or call (501) 279-4056.

The following courses are the foundation courses for the Honors Scholars Program. All Honors Scholars are required to take HNRS 201, 202, and 2 courses



es from 100, 203, 204 and 205. Credits earned in these courses apply to the general education requirements as listed. Note: Some departments count these courses toward the general education requirements but do not allow them to meet prerequisites in their majors. You should consult your academic adviser.

HONORS (HNRS)

100. HONORS SYMPOSIUM. (3) Summer. For students who have completed their junior year in high school. Designed to introduce prospective students to the academic programs at Harding. Content varies but generally centers on a specific topic or historical period and explores the subject from diverse viewpoints. A research project is required. May be applied to the Creative Spirit (ART 101, MUS 101, or ENG 201 or 202) or the Historical Perspective (HIST 101 or 102, or HIST 110 or 111) requirements in the general education curriculum. Enrollment in this course does not require admission into the Honors Program, nor does successful completion assure an invitation to the program.

201. COMMUNICATION AND CRITICAL THINKING. (3) Fall. Designed to introduce students to the Honors Program, develop skills in critical thinking, and enhance skills in both written and oral communication. May be applied to the Communication and Critical Thinking (COMO 101, ENG 111 or 211, requirement in the general education curriculum. Required of all honors scholars.

202. HONORS BIBLE: NEW TESTAMENT. (2) Fall. A discussion-centered survey of the New Testament; replaces BNEW 112. Required of all honors scholars except Bible majors.

203. THE HUMAN SITUATION I: THE BIG QUESTIONS. (3) Spring. Covers some major questions humanity has asked since the beginning of time. History, art, music and literature. Course content varies. May be applied to the general education requirements in the areas of the Creative Spirit (ART 101, MUS 101, or ENG 201 or 202) or the Historical Perspective (only HIST 110 or 111).

204. THE HUMAN SITUATION II: SOCIAL SYSTEMS. (3) Fall. An analysis of Western world view, addressing the questions of how one comes to know and what constitutes the nature of reality. Students compare/contrast their own perspectives with those of our own post-modern society. May be applied to the general education requirements in the area of the Individual and Social Environment (PSY 201, ECON 201, POLS 205 or SOCS 203 but not KINS 101) or Global Literacy.

205. THE HUMAN SITUATION III: THE PHYSICAL WORLD. (3) Spring. Issues of nature, physical science, health, technology, ecology and mathematics. Course content varies. May be applied to the general education requirements in the area of the Natural World (BIOL 111, MATH 200, PH S 111, 112, 113, 115 or 116) or Global Literacy.

HUMANITIES MAJOR

The College of Arts and Humanities, through the cooperation of six of its departments, offers a bachelor of arts degree with a humanities major.

This major is designed for students who desire a broad-based curriculum in the liberal arts. With roots in classical Greek and Roman languages and literature, humanities focuses on branches of knowledge concerned with human culture, such as philosophy, literature and the fine arts, as distinguished from the sciences.

The humanities major provides preparation leading to careers in professions where human values are stressed, such as library science and law. The program provides a menu of courses from diverse disciplines while promoting more focused study in areas of individual interest.

For more information about this major, consult the chairman of the department in which you are most interested.

BACHELOR OF ARTS DEGREE HUMANITIES MAJOR (HUM)

REQUIREMENTS	HOURS
General Education (p. 48):	54
You must take ENG 201.	
Major:	51
6 hours from each of these six departments:	
ART: ART 375, 430, 431, 432, 433, 475 (1-3).	
COMMUNICATION: COMM 140	

(1), 201, 410; COMO 151 (1), 161 (1), 210 (2), 255, 260, 261; COMT 131 (1), 204, 308, 450 (1-3).
 ENGLISH: ENG 202 (required), 251, 252, 271, 272, 360, 370, 371, 380, 390, 400, 402, 404, 408, 409, 411, 415, 418, 422, 425, 450 (1-3).
 FOREIGN LANGUAGES: Any modern foreign language 101 or higher not used for global literacy in general education requirements.
 HISTORY: HIST 375, 385, 395, 405, 415, 425; POLS 425, 450 (1-3).
 MUSIC: MUS 311, 312, 313, 314, 450 (1-3).
 9 upper-level hours in one of the six departments above, plus HUM 460 and PHIL 251.

Electives:	17
11 hours from the College of Arts and Humanities or the College of Sciences, and 6 hours from any discipline.	
Remaining Bible:	6
PHIL 251 is counted above in the hours required for the major.	
TOTAL HOURS	128

HUM 460. DIRECTED SENIOR PROJECT IN HUMANITIES. (3) Offered on sufficient demand. A capstone course to integrate the human values, ideas and philosophies presented in the interdisciplinary courses outlined in the major. Prerequisites: 30 hours of required courses.

INTERNATIONAL PROGRAMS

DEAN: Jeffrey T. Hopper, Ph.D.
 Mary Lou Daughety, M.A., Administrative Assistant
 Debbie Baird, B.A., Assistant to the Dean
 Terry Edwards, Ph.D., Director of HUG
 Kim Edwards, M.Ed., HUG Personnel Supervisor
 Robbie Shackelford, M.Ed., Director of HUF
 Ramona Shackelford, HUF Personnel Supervisor
 Jay Walls, M.M., Assistant Director of HUF
 Kate Major, B.A., Assistant to the Director of HUF

The International Studies programs have been specially designed to further enhance the stated mission of the university to help students develop a Christian understanding of and respect for other cultures. As an extension of the Searcy, Ark., campus, these international experiences provide unique opportunities for study and travel overseas for both students and university faculty. The international living experience realized by the quantity and quality of time immersed in another culture yields insights and perspectives that can only be gained from this type of activity. As with our uni-

versity course offerings on the Searcy campus, the international programs of study provide rigorous, yet flexible courses of study by drawing from each unique international locale the best opportunities for expanded study and growth. Because of these unique experiences, students and university faculty develop lifelong relationships as they broaden their citizenship to a global perspective.

The Harding University International Programs — academic programs based in Florence, Italy (HUF); London, England (HUE); Brisbane, Australia (HUA); Athens, Greece (HUG); and Viña del Mar, Chile — provide unique opportunities for study and travel overseas. No attempt is made to provide a broad general curriculum but rather to offer courses that may be studied with profit in a particular locale. Serious involvement in classes combined with the experience of international living furnishes students with insights and perspectives that can be gained in no other way.

Applications are accepted from students of Harding University and other institutions. Only students with a minimum GPA of 2.0 on at least 27 semester hours are considered. Formal acceptance occurs the last full semester prior to the semester chosen for attendance.

Note: No student is eligible to attend HUF, HUE, HUA or HUG who is currently on academic, chapel or disciplinary probation on the Searcy campus. Any student who has applied and/or been accepted will automatically become ineligible if placed on any type of probation up until departure time. Such individuals will be placed on a waiting list and may go only if there are openings after probation has been lifted. If there are no openings, the application fee will be refunded.

HUM 270, 275 or 280 is required, either for credit or audit, as part of the international studies programs.

Students interested should contact Dr. Jeffrey Hopper, Dean of International Studies, Harding University, Box 754, Searcy, AR 72149-0001; or call (501) 279-4529.

The following courses are offered only on the overseas campuses and are supplemented by other courses. **BNEW 313/513. PAUL.** (2 or 3) Offered only in the Harding University International Studies curriculum. The

figure of Paul in the New Testament — as apostle, Roman citizen, missionary. Selected passages from Acts of the Apostles and Paul's letters are examined. Background material relating to his apostleship to the Gentiles is examined in Europe and the Middle East. This or another course in Bible is required as part of the International Studies programs.

BHIS 346/546. BIBLE BACKGROUNDS. (2 or 3) Offered only in the Harding University European Studies curriculum. A study in Bible backgrounds utilizing the great museums and libraries of Europe (such as the British Museum, Louvre and Vatican). Classroom work coupled with research in the biblical collections of European museums and libraries.

HUM 201. INTERNATIONAL STUDIES. (1-3) Offered only in the Harding University International Studies curriculum. Preparation for international experience in living and study in Europe or Australia. Enhancement in cultural sensitivity and practical matters of survival in a different cultural setting. Approximately 30 hours of classroom instruction plus "hands-on" experience in Europe, Asia, Latin America and Australia. Research on the host country.

HUM 270. EUROPEAN CIVILIZATION AND HUMANITIES. (2-6) Offered only at HUA, HUE and HUF. An integration of the disciplines of art, drama, history, literature, music, philosophy and religion stressing their shared thematic and stylistic qualities within the broad periods of Western civilization. Required of all students participating in the international programs. May substitute for 2-6 hours selected from the following: ART 101, ENG 201 or 202, HIST 110 or 111, MUS 101, PHIL 251, and one course from MUS 311, 312, 313 or 314.

HUM 275. LATIN AMERICAN CIVILIZATION AND HUMANITIES. (2-6) Offered only at HULA. A cultural survey of Latin American art, drama, history, literature, music philosophy, religion and science, and their influences in shaping ideas and values in this area of the world. Required of all students participating in the international programs. May substitute for 2-6 hours selected from the following: ART 101, BIOL 250, ENG 201 or 202, HIST 111, MUS 101, PHIL 251 and SPAN 315.

HUM 280. AUSTRALASIAN CIVILIZATION AND HUMANITIES. (2-6) Offered only at HUA. An integration of the disciplines of art, drama, history, literature, music, philosophy, religion and science as they relate to the Pacific Rim; the integration of cultures, especially in Australia. Required of all students participating in the international programs. May substitute for 2-6 hours selected from the following: ART 101, BIOL 250, ENG 201 or 202, HIST 111, MUS 101 and PHIL 251.

MGRK 100. MODERN GREEK. (3) Offered only in the HUG program. An introduction to modern Greek language and culture. Emphasis is given to basic grammatical structures and to oral communication in everyday situations.

STUDENT SUPPORT SERVICES

DIRECTOR: Linda Thompson, Ed.D.

STAFF:

- Harold Alexander, M.S.E., N.C.C., Counselor
- Teresa McLeod, M.Ed., Disabilities Specialist
- Bill Hodges, B.A., Administrative Assistant
- Beth Luallen, M.S., Academic Resources Coordinator

Student Support Services is a Title IV "TRIO" program funded by the federal government. The Student Support Services (SSS) program at Harding serves 275 students who are admitted to the program if they are American citizens or nationals, interested in the program's services, and meet one or more of the following criteria:

1. First-generation college student. Neither parent has obtained a baccalaureate degree.
2. Low-income student. Low-income status is based on the family's taxable income and number of dependents for the previous year.
3. Student with a physical or learning disability.

Upon documentation of the disability, the program admits the student and provides or recommends provision of academic accommodations.

All program services and activities are designed to meet the academic and personal/social needs of eligible students within the higher education environment.

All services are provided free of charge. These include learning labs staffed by student learning specialists who provide tutoring in individual subject areas and training in study skills; counseling provided by certified professional counselors in the areas of career guidance, personal counseling, financial aid counseling, academic counseling, and learning styles diagnosis; test accommodations for qualified students, including oral testing, extended-time testing, and private testing in a non-distracting environment; and academic advising.

SSS Students are also offered free attendance at cultural events such as opera performances in Memphis and the dinner theater in Little Rock. Additional activities include the Ropes Course and an annual Leadership Training Retreat.

Preprofessional Programs

Harding offers preprofessional curricula in 12 academic areas, largely through the College of Arts and Humanities and the College of Sciences. While a baccalaureate degree is offered specifically in only one of these areas (medical technology), you are encouraged to earn a degree in the area of your interest whenever possible. Having a degree enhances your chances of being admitted to a professional school.

Majors involving business, dietetics, mathematics, the natural sciences, nursing, psychology, and vocational family and consumer sciences assume you have adequate high school preparation in mathematics — at least a year and a half of algebra and a year of plane geometry. If you are deficient in mathematics, you must take MATH 105 before taking 151 or 152. If you have a good background in high school mathematics, you should take MATH 171 or 201 (MATH 200 for those in business) in lieu of 151, 152.

You should obtain a current catalog of the profes-

sional school you plan to attend and, together with your adviser, devise a program of study that will maximize your experience at Harding and prepare you for admission to your chosen professional school.

PREAGRICULTURE

ADVISER: John W. Moon Jr., Ph.D.

Students planning agriculture as a profession may take one year or, in certain cases, two years of pre-agriculture training at Harding. The following is a suggested program of study.

First Year	Semester Hours
BIOL 121,122.....	8
CHEM 121,122	8
ENG 111; 201 or 202	6
HIST 101 or 102	3
KINS 101	1
BNEW 112, BOLD 101	4
Total	30

Second Year	Semester Hours
BIOL 271, 259	8
CHEM 215	4
ENG 211	3
COMO 101	3
Electives*	8
BNEW 211, 213, BDOC 251, BYFE 234 (any 2)	4
Total	30

* SOC 203 is recommended for transfer to the University of Arkansas.

PREARCHITECTURE

ADVISER: John E. Keller, Ph.D.

Architectural schools require a minimum of four years in residence. If the program is a six-year schedule, then two years may be taken at Harding. If the program is a five-year schedule, only one year at Harding may be transferred. For students who prefer two years at Harding, the following program is recommended. If only one year can be taken at Harding, your adviser can prepare an appropriate one-year program. In either case, it is helpful to know the requirements of the school to which you wish to transfer. Students transferring to another university may be required to take specific courses at that university before being accepted into their architectural program.

For students who prefer to stay at Harding for four years, the Interior Design degree at Harding offers an excellent foundation for future study in an architectural program.

First Year	Semester Hours
ART 102 or 103, 104 or 106	6
ART 221	3
ENG 111; 201 or 202	6
MATH 171, 201	10
KINS 101	1
BNEW 112, BOLD 101	4
ART 101	2
Total	32

Second Year	Semester Hours
IT 101, ECON 201	6
HIST 101 or 102, 110 or 111	6
MATH 251, 301	8
PHYS 211, 212	8
BNEW 211, 213, BDOC 251, BYFE 234 (any 2)	4
Total	32

PREDENTISTRY

ADVISER: Ronald Doran, M.S.

Three years of college work with a minimum GPA of 3.2 are required for entrance to most schools of dentistry. However, preference is given to those who have a bachelor's degree. You may elect any major, but your program of study should include the following: 9 hours of English, 8 hours of inorganic chemistry, 8 hours of organic chemistry, 8 hours of physics, and 8-16 hours of biology. Other courses that are highly recommended include psychology, sociology, business management, foreign language, and any course that improves manual dexterity and hand/eye coordination (such as drawing, sculpture, ceramics). The Dental Aptitude Test is required; it is advisable to finish the listed science courses before taking the test.

If you wish to apply to a dental school after three years, you should follow the curriculum outlined below. Upon request, Harding will confer the bachelor of science degree with a major in general science on students who complete two years in an approved school of dentistry and who satisfy the other requirements for graduation.

First Year	Sem. Hrs. (Fall, Spring)
CHEM 121, 122	4, 4
MATH 171*; BIOL 121	5, 4
ENG 111; 201 or 202	3, 3
HIST 101 or 102	0, 3
BNEW 112, BOLD 101	2, 2
ART or MUS 101	2, 0
Total	16, 16

Second Year	Sem. Hrs. (Fall, Spring)
CHEM 301, 302	4, 4
BIOL 122, 259	4, 4
PSY 201; ART 101 or MUS 101	3, 2
ENG 211; COMO 101	3, 3
BNEW 211, 213, BDOC 251, BOLD 202, BYFE 234 (any 2)	2, 2
KINS 101	0, 1
Total	16, 16

Third Year.....	Sem. Hrs. (Fall, Spring)
Upper level biology elective	4, 0
PHYS 201, 202	4, 4
Bible	2, 2
BIOL 440 or CHEM 440	0, 0
KINS activity	1, 1
ECON 201, SOC 203**, or POLS 205.....	0, 3
ART 101 or MUS 101	2, 0
HIST 110 or 111	0, 3
Global Literacy	3, 3
Total	16, 16

* MATH 201 for those with a strong math background.
 ** Strongly recommended by several dental schools.

PRE-ENGINEERING

ADVISER: Lambert E. Murray, Ph.D.

The pre-engineering curriculum at Harding is designed for students who will transfer to an engineering program of their choice after the first two years at Harding. This curriculum consists of a basic two-year program providing students with the foundational mathematics, chemistry and physics courses required in most engineering curricula, along with typical liberal arts courses. All pre-engineering students are encouraged to provide the adviser with the degree requirements from any engineering schools to which they may consider transferring. This will help in choosing the best courses for a two-year program.

The following courses are suggested for students who plan to transfer to an engineering program (other than electrical engineering) at the end of two years. Those interested in pursuing an electrical engineering degree will need to talk with the adviser about the best courses to take.

First Year	Sem. Hrs. (Fall, Spring)
CHEM 121, 122.....	4, 4
MATH 171*, 201	5, 5
ENG 111, HIST 101	3, 3
KINS 101, ART or MUS 101	1, 2
BNEW 112, BOLD 101	2, 2
Total	15, 16

Second Year	Sem. Hrs. (Fall, Spring)
PHYS 211, 212	4, 4
MATH 251, 301	5, 3
HIST 111, COMP 170.....	3, 5
ENG 201, POLS 205	3, 3
BNEW 211, 213, BDOC 251, BYFE 234 (any 2)	2, 2
Total	17, 17

*Students inadequately prepared for MATH 171 must take leveling courses. Well-prepared students may begin with MATH 201.

PRELAW

ADVISER: Tom Howard, Ed.D.

A strong liberal arts education, which is considered by law schools to be the best prelegal preparation, provides a stable foundation for future law school success. Harding University offers such preparation through its preprofessional program in law. Because law schools generally do not require specific undergraduate majors, you can major in any undergraduate field you desire. Harding graduates with degrees ranging from business to foreign languages have been admitted to law school. However, future benefits can be gained by concentrating studies in such areas as history, political science, public administration and social science. Courses for majors in these departments require a higher degree of written work and group discussion, thus preparing students for the nature of law school courses. Students, upon entry into a law school, must have mastered expression, comprehension and fluidity of the English language, and be thoroughly acquainted with American institutions, values and culture. The Law School Admissions Test, required by most law schools, stresses creative thinking and writing ability.

Harding's challenging, Christian liberal arts curriculum, along with the extensive number of undergraduate law classes and other unique opportunities that prelaw students enjoy, entwine to provide a solid background to students desiring careers in law.

PRELIBRARY SCIENCE

ADVISER: Ann Dixon, M.L.S.

The master's degree in library/information science is considered the entry-level degree for the profession. Harding University does not offer an undergraduate degree in librarianship but recommends the following plan to students contemplating such a career:

1. Develop a broad background in the liberal arts by electing courses in humanities, natural sciences and social sciences.
2. Choose a major of particular interest. Libraries search for professionals with a wide range of subject specialties.

3. Arrange a counseling appointment with the library director to discuss undergraduate course options, library experience opportunities, and accredited graduate schools.
4. If school librarianship is your goal, take the professional education courses required for certification by the state in which you plan to work.

PREMEDICAL TECHNOLOGY

ADVISER: Dennis Province, Ph.D.

The departments of biology, mathematics and physical science cooperate to offer the basic science requirements to qualify students for an affiliated and approved hospital school of medical technology for one year's clinical training. Students who complete the three-year program outlined below, subsequently complete the clinical program of work in an approved hospital school of medical technology, have a transcript of the completed clinical program sent to the registrar, and complete the other cataloged requirements for graduation become candidates for the bachelor of science in medical technology degree. The equivalent of 35 semester hours of upper-level credit is granted for the successfully completed clinical program.

Students have the responsibility of making application and gaining admission to an approved clinical program, although Harding will provide counsel and assistance. Currently, Harding has affiliation with two hospitals: Baptist Health Medical Center, Little Rock, AR 72205 — Program Director: Sandy Ackerman, M.Ed., MT (ASCP) SH; Medical Director: John E. Slaven, M.D.; and St. Vincent Infirmary, Little Rock, AR 72201 — Educational Coordinator: Pam Keller, BSMT (ASCP).

Students interested in pursuing the clinical year in a hospital other than one of the programs with which Harding is affiliated should inform both the Harding medical technology adviser and the program director of the hospital as early as possible.

Because admission to the clinical year is highly competitive, it is recommended that you achieve well above a 3.0 GPA on the 93 hours of preclinical courses outlined below. At least 32 of the last 40 semester hours immediately preceding entry into the clinical year, including at least 12 upper-level hours in the sciences, must be completed at Harding with a minimum 2.0 GPA. Students planning to pursue the B.S.M.T.

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degree should obtain a written statement of approval from Harding's vice president for academic affairs before beginning the professional program in an affiliated hospital. If the cooperating institution confers the baccalaureate, Harding will not confer a second one.

First Year	Sem. Hrs. (Fall, Spring)
CHEM 121, 122	4, 4
ENG 111; 201 or 202	3, 3
HIST 101 or 102; 110 or 111	3, 3
MATH 151, COMO 101	3, 3
KINS 101	0, 1
BNEW 112, BOLD 101	2, 2
Total	15, 16

Second Year	Sem. Hrs. (Fall, Spring)
BIOL 259, 271	4, 4
CHEM 301, PSY 201	4, 3
Global Literacy**, ENG 211	3, 3
ART 101, MUS 101	2, 2
KINS activity	1, 1
BNEW 211, 213, BDOC 251, BYFE 234 (any 2) ...	2, 2
Total	16, 15

Third Year	Sem. Hrs. (Fall, Spring)
CHEM 261, Global Literacy**	4, 3
BIOL 249, 253, 315, 357	4, 4
Electives from CHEM, BIOL, COMP, and PHYS***	4, 4
ECON 201, SOC 203, or POLS 205	0, 3
Bible	2, 2
Total	14, 16

* CHEM 302 is recommended and is required by some medical technology schools.

** 6 hours of Global Literacy as specified in the general education requirements.

*** Courses strongly recommended: COAP 101, MATH 200, MGT 368, PHYS, additional BIOL from above, and CHEM 325 if CHEM 324 is taken.

PREMEDICINE

ADVISER: Deborah G. Duke, Ed.D.

Most schools of medicine require for admission a minimum of three years of college work with a strong GPA and relatively high scores on the Medical College Admissions Test (MCAT); however, preference is given to those who have a bachelor's degree. Students who wish to complete a baccalaureate degree before transferring to medical school may elect any major. It should be remembered that the Medical College Admissions Test is based on a science and verbal empha-

sis, and your program of study should be planned accordingly. Upon request, Harding will confer the bachelor of science degree with a major in general science on students who complete two years in an approved school of medicine and who meet Harding's General Education and premedical requirements.

Although you may choose any major, the following courses should be included in your academic plans for the first three years. These courses are necessary to prepare you for the Medical College Admissions Test, which should be taken in the spring semester of your junior year. Most medical schools require many, if not all, of these courses as prerequisites. Additional science electives are also recommended.

First Year	Sem. Hrs. (Fall, Spring)
CHEM 121, 122*	4, 4
MATH 171, 201*	5, 5
ENG 111, 211	3, 3

Second Year	Sem. Hrs. (Fall, Spring)
CHEM 301, 302	4, 4
BIOL 259	0, 4

Third Year	Sem. Hrs. (Fall, Spring)
PHYS 201, 202**	4, 4
BIOL Electives***	4, 4
CHEM 324	3, 0

* Students inadequately prepared for MATH 171 or CHEM 121 must first take leveling courses.

** Or PHYS 211-212.

*** BIOL electives may be selected from BIOL 121, 249, 253, 261, 271, 280, 315, 425 and 471.

PREOPTOMETRY

ADVISER: Dennis Province, Ph.D.

A Doctors of Optometry (O.D.) degree is required to work as an optometrist. Most schools of optometry require three years of preprofessional work for admission. Many schools of optometry now require a bachelor degree prior to admittance. The Optometry Admissions Test (OAT) is also required for optometry school and needs to be taken in advance. Each of the 17 optometry schools in the United States and Puerto Rico has slightly different requirements. The basic requirements for most schools are contained below in the suggested schedule. It is essential that the applicant obtain a catalog from the specific school or college of optometry where he or she plans to apply to see what changes are needed. The Association of

Schools and Colleges of Optometry has a Web site of information on all of the schools of optometry at www.opted.org.

First Year	Sem. Hrs. (Fall, Spring)
CHEM 121, 122	4, 4
ENG 111	0, 3
BIO 121	4, 0
MATH 171, 201	5, 5
KINS 101	0, 1
BNEW 112, BOLD 101	2, 2
Total	15, 15

Second Year	Sem. Hrs. (Fall, Spring)
CHEM 301, 302	4, 4
PHYS 201, 202	4, 4
MATH 200	3, 0
ENG 211	3, 0
PHY 201	0, 3
Bible	2, 2
Kinesiology Activity	0, 1
Total	16, 14

Third Year	Sem. Hrs. (Fall, Spring)
BIO 271, 259	4, 4
BIO 249, 253	4, 4
COMO 101	3, 0
CHEM 324	3, 0
SOC 203	0, 3
ECON 201	0, 3
Bible	2, 2
Total	16, 16

PREPHARMACY

ADVISER: David Cole, Ph.D.

Schools of pharmacy typically require two years of preprofessional course work before application to pharmacy school. Most pharmacy schools have a four-year preprofessional program leading to a Doctor of Pharmacy degree (Pharm.D). Because of the emphasis on science and math, many students complete their preprofessional course work with an additional summer or over a three-year period. The Pharmacy College Admissions Test (PCAT) must be taken before March 1 in order to be considered for admission to pharmacy school the following fall. The following outline meets the entrance requirements of the College of Pharmacy at the University of Arkansas for Medical Sciences. Other pharmacy schools have similar requirements but may require calculus, microbiology, statistics and/or second semester physics.

Although Harding recommends a bachelor's degree,

below is a suggested three-year program of study that may be used as a guideline for planning course work.

First Year	Sem. Hrs. (Fall, Spring)
BIOL 121	0, 4
CHEM 121, 122*	4, 4
MATH 171*	5, 0
ENG 111, COMO 101	3, 3
BNEW 112, BOLD 101	2, 2
Electives**	3, 3
Total	17, 16

Second Year	Sem. Hrs. (Fall, Spring)
CHEM 301, 302	4, 4
PHYS 201, 202***	4, 4
MATH 200***; ECON 201 or 202	3, 3
BIOL 259	0, 4
ENG 211	3, 0
BNEW 211, 213, BDOC 251, BYFE 234 (any 2)	2, 2
Total	16, 17

* Students inadequately prepared for MATH 171 or CHEM 121 must take leveling courses.

** Electives must be in humanities or liberal arts.

*** 6 hours must be selected from PHYS 202, MATH 200, 201, 251, CHEM 261, or ACCT 205

PREPHYSICAL THERAPY

ADVISER: Bryan Phillips, Ph.D.

Entrance to physical therapy school is very competitive. A bachelor's degree is recommended. Many schools of physical therapy do accept students with three years of college work that fulfills that school's prerequisites. You should maintain a minimum 3.5 GPA. Some schools require the Allied Health Professions Admissions Test (AHPAT). Observing or aiding a licensed physical therapist is also required by most physical therapy schools.

You should obtain admissions requirements to the school of physical therapy you plan to attend and arrange your curriculum accordingly. A free booklet listing all of schools of physical therapy in the United States may be obtained by writing the American Physical Therapy Association, 1111 N. Fairfax St., Alexandria, VA 22314. The booklet, *Careers in Physical Therapy*, is updated annually.

First Year	Sem. Hrs. (Fall, Spring)
CHEM 121, 122 and 215	4, 8
HED 203, ENG 111	3, 3
MATH 151 or 171*, 152	3-5, 2
MUS 101	0, 2
BNEW 112, BOLD 101	2, 2
COMO 101	3, 0
Total	15-17, 17

Second Year	Sem. Hrs. (Fall, Spring)
BIOL 259, 271	4, 4
PHYS 201, 202*	4, 4
BIOL 249, 253	4, 4
PSY 201, 240 or 382 or 407	3, 3
BNEW 211, 213, BDOC 251, BYFE 234 (any 2)	2, 2
Total	17, 17

* Qualified students may elect to take MATH 171 or 201 and/or PHYS 211, 212.

Third Year	Sem. Hrs. (Fall, Spring)
MATH 200, IT 101	3, 3
ENG 201 or 202, 211	3, 3
ART 101, SOC 203	2, 3
HIST 101 or 102, 110 or 111	3, 3
Science Electives	3, 4
Phil 251 or 253, Bible Elective	3, 2
Total	17, 18

PREVETERINARY MEDICINE

ADVISER: Mike Plummer, Ph.D.

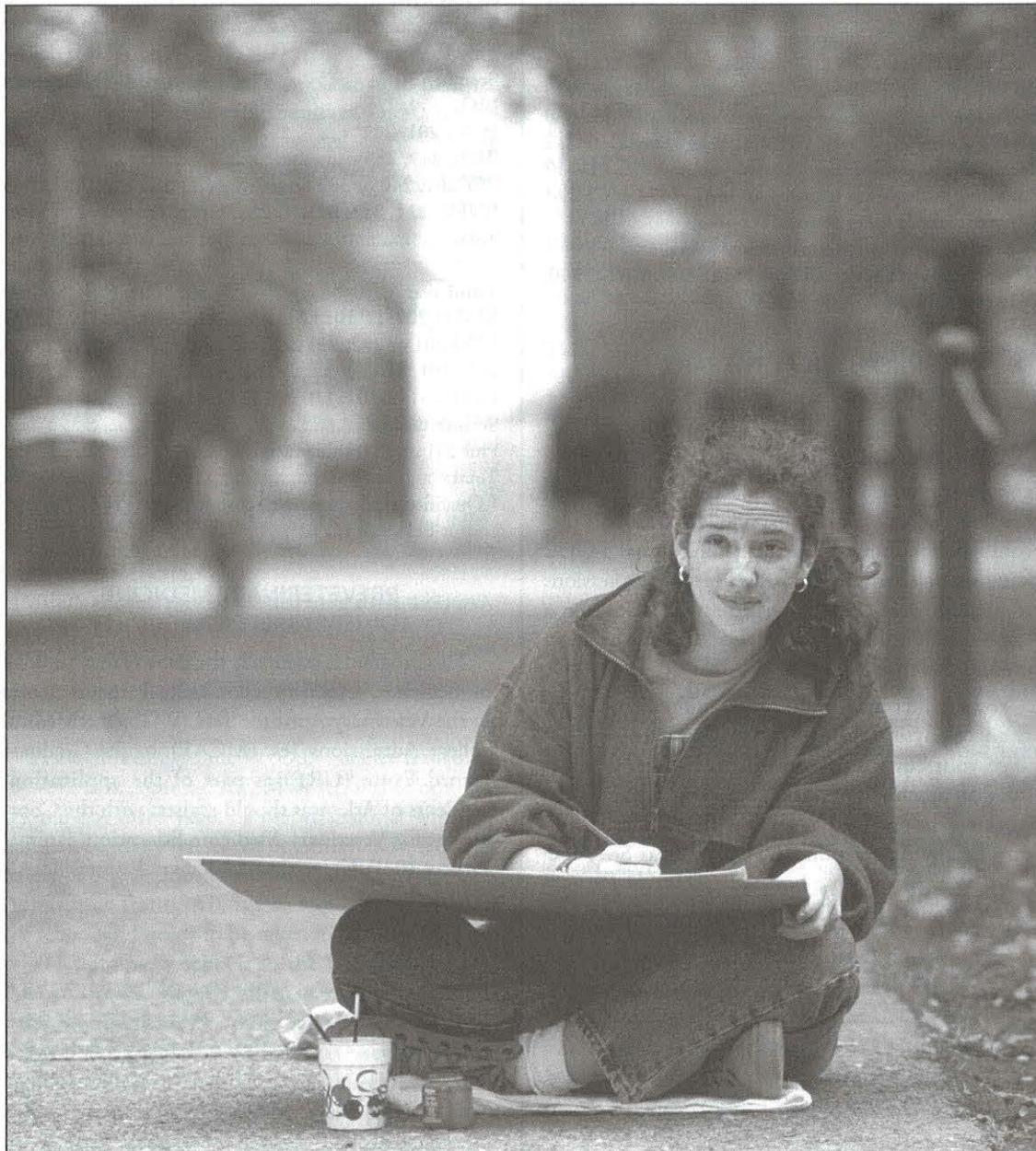
This program is essentially the same as that outlined for medicine. Veterinary schools usually require scores on the Veterinary Aptitude Test (VAT), the Medical College Admissions Test (MCAT), or the Graduate Record Exam (GRE) as part of the application. Residents of Arkansas should register with the Coordinator for Veterinary Medicine Education, Animal Sciences 103E, University of Arkansas, Fayetteville, AR 72701.

College of Arts and Humanities

DEAN: Larry Long, Ph.D.

The College of Arts and Humanities comprises six academic departments — art and design, communication, English language and literature, foreign languages and international studies, history and social science and music.

The college reflects the University's commitment to the liberal arts and sciences through its involvement in interdepartmental and preprofessional programs and the General Education Program required of all students.



DEPARTMENT OF ART AND DESIGN

CHAIR: John E. Keller, Ph.D.

PROFESSORS:

Faye Brewer Doran, Ed.D.
John E. Keller, Ph.D.
Paul Martin Pitt, M.A., M.F.A.

ASSOCIATE PROFESSOR:

Daniel Adams, M.A., M.F.A.

ASSISTANT PROFESSOR:

Beverly Austin, M.A.

INSTRUCTOR:

Steve B. Choate, M.A., M.F.A.

ASSOCIATE INSTRUCTOR:

Amy Cox, B.S.

The mission of the Department of Art is to:

1. Enrich the artistic understanding of all students;
2. Develop competent artists, designers, and teachers of art;
3. Supply the art training required by various disciplines.

The purpose and principles of God's creation are stressed as a design norm and the Christian ethic is promoted as a model for living. Many courses requiring no special ability are open to all students and are recommended electives.

The department reserves the right for each teacher of an art class to retain one example of each student's work each semester for addition to the department's permanent collection.

General Requirements: After completing 15 hours of core requirements, all majors must present to the art faculty for review a portfolio of 15 or more examples of their best work. This normally occurs at the end of the sophomore year.

Art Core Requirements: The following 34-hour core of art courses is required of all art majors except Interior Design and Art Therapy: 103, 104, 105, 200, 201, 231, 232; 3 hours from 205, 235, 312, 340, 400 (not required for BFA Graphic Design); 260; 375; 3 hours from 430, 431, 432, 433, 434; 450.

Teacher Licensure: The Bachelor of Arts and the Bachelor of Science degrees with teacher licensure are available. The Bachelor of Science degree is recommended.

BACHELOR OF ARTS DEGREE

ART MAJOR (ART)

(Non-Teacher Licensure)

REQUIREMENTS	HOURS
General Education (p. 48):	52
Art 101 is waived.	
Major:	37
ART 103, 104, 105, 200, 201, 231, 232; 260; 375; 3 hours from 205, 235, 312, 340, 400; 3 hours from 430, 431, 432, 433; 434; 450; 3 hours of art electives.	
Minor:	18
Electives:	13
Remaining Bible:	8
TOTAL HOURS	128

BACHELOR OF ARTS DEGREE

ART MAJOR (ARED)

(Teacher Licensure 2002)

REQUIREMENTS	HOURS
General Education (p. 48):	49
ART 101 is waived.	
EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure.	
You must take POLS 205.	
One course from ANTH 250, GEOG 302 or 303, POLS 202, SOCS 301 satisfies both global literacy and the 3-hour additional social science requirement for licensure.	
Major:	37
ART 103, 104, 105, 200, 201, 231, 232, 260, 375; 3 hours from 205, 235, 312, 340, 400; 3 hours from 430, 431, 432, 433; 434; 450; 3 hours of art electives.	
Minor:	18
Licensure:	32
EDFD 202, 203, 311; SEED 310, 417, 420, 461, 480; SPED 418; H ED 203. Consult the College of Education catalog section for additional licensure information.	

476; ACCT 205, FCS 203; 3 hours from MKTG 330, 337, or PR S 336; 3 hours from COMM 220 or ART elective.

Electives:	2
Remaining Bible:	8
TOTAL HOURS	129

Minor in Interior Design: 18 hours, including 102, 117 or 200, 221, 260, 370, 262 or FCS 203.

BACHELOR OF FINE ARTS PROGRAM

Admission Requirements: Before being formally admitted to the B.F.A. program, you must:

1. Complete 15 hours of core courses with a GPA of 3.0;
2. Present a portfolio that shows seriousness of interest and adequate skills at the conclusion of 15 hours of core courses;
3. Submit a completed application form;
4. Receive a letter from the department chairman approving continuation of work toward the B.F.A. degree. To remain in this program, you must maintain a 3.0 GPA in art.

**BACHELOR OF FINE ARTS DEGREE
GRAPHIC DESIGN MAJOR (GRDE)**

REQUIREMENTS	HOURS
General Education:	52
ART 101 is waived.	
Major:	78
ART 103, 104, 105, 118, 200, 201, 220, 231, 232, 251, 260, 345, 349, 350, 356, 363, 365, 375, 451, 452; 3 hours from 430, 431, 432 or 433; 450; 456; COMM 220, two courses from COMM 254, 303, 305 or 323; MKTG 330.	
Remaining Bible:	8
TOTAL HOURS	138

Minor in Graphic Design: 21 hours, including ART 103 or 104, 118, 200, 220, 349, 350; 3 hours from 260, 451.



**BACHELOR OF FINE ARTS DEGREE
THREE DIMENSIONAL DESIGN MAJOR (3DDE)**

REQUIREMENTS	HOURS
General Education:	52
ART 101 is waived.	
Major:	76
ART 103, 104, 105, 200, 201, 205, 231, 232, 235, 255, 260, 312, 340, 375, 400, 401; 9 hours from 430, 431, 432, 433, 434; 450; 6 hours of ART 475; 9 hours of art electives; COMM 220.	
Remaining Bible:	8
TOTAL HOURS	136

**BACHELOR OF FINE ARTS DEGREE
PAINTING MAJOR (PTNG)**

REQUIREMENTS	HOURS
General Education:	52
ART 101 is waived.	
Major:	76
ART 103, 104, 105, 200, 201, 202, 231, 232; 3 hours from 205, 235, 312, 340, 400; 260, 300, 301, 302; 9 hours from 430, 431, 432, 433, 434; 450; 6 hours of ART 475; 15 hours of art electives; COMM 220.	
Remaining Bible:	8
TOTAL HOURS	136

ACADEMIC PROGRAMS

ART (ART)

101. ART APPRECIATION. (2) Fall, Spring, Summer. A survey of the beauty and worth of artistic creations. The means and ideas promoting human visual expression. Does not count in major or minor.

102. ARCHITECTURAL DRAWING. (3) Fall. Layout and drafting of interior plans and elevations. Recommended for interior design, prearchitecture and pre-engineering. Six studio hours per week.

103. DRAWING AND COMPOSITION. (3) Fall, Spring. Beginning drawing for those with limited experience. Image formation, rendering techniques, and compositional theory and problems. Six studio hours in class per week.

104. MULTI-MEDIA DRAWING AND RENDERING. (3) Fall, Spring. Drawing in various media. Studio work in drawing and composition problems. Six studio hours in class per week. Some art background is recommended.

105. HUMAN ANATOMY AND DESIGN. (3) Fall, Spring. The structure and function of the human figure through a complete study of bones and muscles. Drawing of the human figure with a variety of media. Application of the figure to specific space relationships. Six studio hours in class per week. Prerequisite: 102 or 103 or consent of the instructor. Fee: \$20.

106. RENDERING FOR INTERIORS. (3) Spring. Techniques of perspective drawings and visualization. Components of various types of presentation methods and formats. Exploration of a variety of media. Recommended for interior design and prearchitecture. Six studio hours per week. Prerequisite: 102 or consent of the instructor.

107. FUNDAMENTALS OF INTERIOR DESIGN. (3) Fall. Principles and elements of art as used in interior design. Application of color and design in projects, many of which are concerned with architectural styles, house plans and furnishings.

108. THE GRAPHIC DESIGN PROFESSION. (3) Spring. The profession of graphic design, its creative and technical processes, the different types of media directly impacted by design, various job specifications in the industry, and an introduction to visual perception and idea formation as it relates to the field of graphic design and visual communication. Lecture three hours per week.

200. TWO-DIMENSIONAL DESIGN. (3) Fall, Spring. Exploration, through discussion and laboratory application, of basic design principles and sources of design inspiration fundamental to all visual arts. Six studio hours in class per week. Prerequisite: 102 or 103 or consent of instructor.

201. PAINTING I. (3) Fall, Spring, Summer. Creative experience in oil. Six studio hours in class per week. Prerequisites: 102 or 103; and 104 or consent of instructor.

202. PAINTING II. (3) Fall, Spring, Summer. Creative experiences with oil and acrylic in landscape, portraiture, and other selected subjects. Six studio hours in class per week. Prerequisite: 201 or consent of instructor.

205. THREE-DIMENSIONAL DESIGN. (3) Fall. Exploration of three-dimensional form and space stressing organization of design elements, development of concepts, and manipulation of materials. Mass, volume, space, sequence, time, and the nature of materials are manipulated in studies and creative problems. Six studio hours in class per week. Prerequisite: 117 or 200 or consent of instructor. Fee for materials: \$26.

211. ART IN THE ELEMENTARY SCHOOL. (2) Fall, Spring, Summer. The language of art and methods of teaching art in the elementary school. Required of all elementary education, art therapy majors and art majors seeking licensure to teach K-12. Four studio hours in class per week. Prerequisites: 101 (ART 231 and 232 for art majors) and Education 203. Fee for materials: \$27.

220. COMPUTER GRAPHICS DESIGN. (3) Fall, Spring. Computer graphics hardware and software for artists, graphic designers and others interested in using graphics for expression or effective communication. Lecture, demonstration and hands-on experience present an overview of the capabilities of computer graphics software systems, the skills necessary to manipulate computer images, and the design principles leading to quality graphics. Six studio hours in class per week. Enrollment is limited to the available equipment. Fee: \$45.

221. COMPUTER-AIDED DESIGN (CAD). (3) Fall. Computer-aided design and drafting utilizing common architectural drawing, including plans and elevations. Emphasis will be on two-dimensional CAD with a brief introduction to three-dimensional CAD. Six studio hours per week. Prerequisite: 102 or consent of the instructor.

231. ANCIENT THROUGH MEDIEVAL ART SURVEY. (3) Fall. Survey of art from prehistoric times to the Renaissance with an emphasis on Western art. Participation in field trips is required.

232. RENAISSANCE TO PRESENT ART SURVEY. (3) Spring. Survey of art from the Renaissance to the present with an emphasis on Western art. Participation in field trips is required.

235/255. CERAMICS I, II. (3, 3) Fall, Spring, Summer. Techniques involved in working with clay. Class projects using wheel and hand building methods. Several finishing procedures, including glazing and firing. Six studio hours in class per week. 235 is prerequisite to 255. Fee for materials: \$71 each.

240. SPECIAL STUDIES IN ART. (1-3) Fall, Spring, Summer. Selected art workshops or classes held in the department or on location, or department-sponsored museum tours. Contact the art department for current agenda. May be repeated for a total of 3 hours of credit by qualified students. Prerequisite: consent of instructor. Fee depends on nature of the study.

245. INTERIOR DESIGN PRACTICUM. (1) Fall, Spring, Summer. Credit may be earned for guided experiences in a design firm, interior design studio, architectural

firm, retail store, or community-related business. Requires an approved plan and consent of the instructor.

251. BASIC TYPE DESIGN. (2) Spring. Formation and manipulation of individual letter forms as the basis for typographic communication. Studio work in rendering type by hand and on the computer. Fostering of fundamental knowledge of the aesthetics of type as a visual carrier of meaning. Prerequisites: 103 and 220 or consent of the instructor. Fee for materials: \$14.

260. COLOR THEORY. (3) Fall, Spring. A concentrated study of the theory and application of color, both fundamental and advanced. Six studio hours in class per week. Prerequisite: 200 or consent of instructor. Fee for materials: \$12.

262. CONSTRUCTION SYSTEMS AND MATERIALS. (3) Spring. Study of construction methods and current trends in materials for building and interior design with presentation methods for residential and small commercial interiors. Participation in field trips is required. Recommended for interior design and prearchitecture. Six studio hours per week. Corequisite: 102.

263. INTERIOR DESIGN PRESENTATION STUDIO. (1) Spring. Study of the complete range of presentation techniques for interior design clients. (Sophomore Portfolio Review). Two studio hours per week. Corequisite: 262.

300/500. WATERCOLOR. (3) Fall, Summer. Painting and rendering in water-based media. Six studio hours in class per week. Prerequisite for art majors: 102 or 103, 104, and 117 or 200, or equivalent accepted by instructor.

301-302/502. ADVANCED PAINTING I, II. (3, 3) Fall, Spring, Summer. Painting for advanced students seeking to develop individual expression in creative painting and technical mastery of various media. Six studio hours in class per week. Prerequisites: 201-202. Also, 301 is prerequisite to 302.

312/512. WEAVING. (3) Spring. Basic hand weaving techniques using a variety of looms; experiments in weaving with various textile fibers; analyzing and originating patterns with emphasis upon design in color and texture. Six studio hours in class per week. Fee for materials: \$11.

340. METAL WORK AND JEWELRY. (3) Offered on sufficient demand. Basic designing, shaping, and soldering of metals. Lapidary work in cutting and polishing stones, and experience in lost-wax casting. Six studio hours in class per week. Prerequisite: 200, 205, or consent of instructor. Fee for materials: \$81.

345/545. PRINTMAKING I: RELIEF/INTAGLIO. (3) Fall. Principles and techniques involved in fine arts printing by the relief and intaglio methods. Prerequisite: ART 200 or consent of the instructor. Six studio hours in class per week. Fee for materials: \$77.

349. GRAPHIC DESIGN I. (3) Fall. Beginning problems and exercises in lettering, advertising, layout, design, and techniques. Six studio hours in class per week. Prerequisite: 200, 220. Fee for materials: \$33.

350. GRAPHIC DESIGN II. (3) Spring. Continuation of

349. Beginning problems and exercises in lettering, advertising, layout, design, and techniques. Six studio hours in class per week. For 350 and beyond a personal computer is highly recommended. Prerequisites: 200 and 349. Fee for materials: \$15.

356/456. GRAPHIC DESIGN INTERNSHIP I, II. (3, 3) Fall, Spring, Summer. Guided experiences in an ad agency, design studio, print shop, publishing house, or related graphic arts business. Requires an approved written plan and consent of the instructor. Six hours required of all B.F.A. Graphic Design majors. 356 is a prerequisite to 456.

363. HISTORY OF GRAPHIC DESIGN. (3) Fall. A comprehensive look at historical and cultural underpinnings, technical innovations, art and design movements, and important designers and typographers which have formed the origins of the art form we now call graphic design. Lecture three hours per week.

365/565. PRINTMAKING II. SERIGRAPHY AND LITHOGRAPHY. (3) Spring. In-depth study of the principles and techniques of serigraphy (silkscreen printing) and lithography. Prerequisite: ART 200 or consent of the instructor. Six studio hours in class per week. Fee for materials: \$68.

367. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

370. INTERIOR DESIGN I. (3) Fall. Principles and elements of interior design with emphasis on rendering designs for residential space and preparation of a portfolio. Six studio hours in class per week. Corequisite: 371. Prerequisites: 102, 117 or 200 and 260 or consent of the instructor.

371. LIGHTING FOR INTERIORS. (2) Fall. Application of elements and principles of lighting and wiring to the design of the visual environment. Participation in field trips is required. Four studio hours per week. Corequisite: 370.

372. INTERIOR DESIGN II. (3) Spring. Continued study in principles and elements of interior design for residential and commercial application. Six studio hours in class per week. Prerequisite: 370.

373. HISTORY OF INTERIOR DESIGN AND DECORATION. (3) Fall. Alternates with 374. Characteristics of historical furniture, ornamental design, and architecture from antiquity to the 19th century. Prerequisite: 231, 232.

374. CONTEMPORARY INTERIORS. (3) Fall. Alternates with 373. The history of interior design and furnishings from the 19th century to the present.

375/575. VISUAL AESTHETICS. (3) Spring. The basics of visual aesthetics through an analysis of elements and orders. Emphasis is given to the Christian ethic as a fundamental to the forming of visual judgment. Fee for materials: \$12.

400. SCULPTURE I. (3) Spring. Introductory sculpture experiences in selected materials. Six studio hours in class per week. Prerequisite: 200 or consent of instructor. Fee for materials: \$70.00.

401/501. SCULPTURE II. (3) Spring. Intermediate and advanced problems in selected media. Six studio hours in class

per week. Prerequisite: 400 or consent of instructor. Fee for materials: \$70.00.

430/530. AMERICAN ART HISTORY. (3) Spring of odd years. Alternates with 433/533. Art in the United States from early cultures to the present. Includes architecture, interiors, furnishings, painting, and sculpture. Participation in field trips is required.

431/531. ANCIENT ART HISTORY. (3) Fall of even years. Alternates with 432/532. Western art from prehistoric times through the Roman period. Participation in field trips is required.

432/532. RENAISSANCE ART HISTORY. (3) Fall of odd years. Alternates with 431/531. Western art from the Early Renaissance through Mannerism. Participation in field trips is required.

433/533. MODERN ART HISTORY. (3) Spring of even years. Alternates with 430/530. Influences, foundations, forms, participants, and trends of modernism from the 19th century to the present day. Participation in field trips is required.

434/534. ORIENTAL, AFRICAN AND OCEANIC ART HISTORY. (3) Spring of even years. Art of Oriental, African, Oceanic and other selected non-Western cultures. Participation in field trips is required.

450. SENIOR SEMINAR. (1) Fall, Spring. The production of a group exhibit, resumé development, and presentation of a portfolio. Required of all art majors. Students seeking licensure to teach should fulfill this requirement before the supervised teaching semester.

451-452. ADVANCED GRAPHIC DESIGN I, II. (3, 3)

Fall, Spring. Advanced problems in the commercial field. Six studio hours in class per week. Prerequisites: 220, 349, 350 or consent of instructor. Also, 451 is prerequisite to 452. Fee: \$10.

460. PROFESSIONAL PRACTICE FOR INTERIOR DESIGNERS. (2) Spring. Business and office practice, fees and commissions, preparing estimates, contracts, professional ethics and job opportunities. Participation in field trips is required. Prerequisite: 370.

470. INTERNSHIP IN INTERIOR DESIGN. (3) Fall, Spring, Summer. A supervised training program in cooperation with business and professional houses in interior design. Observation and participation in determination of client preferences and needs. Studio procedures and operations. Requires an approved plan and periodic reports from student and employer. Enrollment limited. Prerequisites: 370, senior standing, and consent of instructor.

475. INDEPENDENT STUDY. (1-3) Offered on demand. Supervised individual work in areas of special interest. Concentration is permitted in areas where appropriate course prerequisites have been taken. May be taken six hours for credit. B.F.A. degree students may take 12 hours for credit. Prerequisite: Consent of department chairman and instructor. Fee: Depends on field.

476. INDEPENDENT STUDY/ADVANCED INTERIOR DESIGN. (3) Fall, Spring. Advanced design problems in contemporary interiors with emphasis on the complete range of presentation techniques commensurate with a senior project. (Exiting mock NCIDQ exam). Prerequisite: 372.

DEPARTMENT OF COMMUNICATION

CHAIR: Michael L. James, Ph.D.

PROFESSORS:

Louis Butterfield, Ed.D.

Morris Ray Ellis, Ph.D.

Patrick Garner, Ph.D.

Director of the Forensics Program

John H. Ryan, Ph.D.

Daniel C. Tullos, Ph.D., CCC-SLP*

Director of the Communication Disorders Program

Rebecca Weaver, Ph.D., CCC-SLP*

ASSOCIATE PROFESSORS:

Steven N. Frye, Ed.D.

Kay Gowen, M.S.M.C.

Dutch Hoggatt, Ph.D.

Michael L. James, Ph.D.

C. Robin Miller, M.F.A.

Director of the Theater Program

Jack R. Shock, Ed.D.

ASSISTANT PROFESSOR:

Rebecca McLain, M.S., CCC-SLP*

INSTRUCTOR:

Sharon Pitt, M.Ed.

LECTURER:

Dottie Frye, M.A.

* Designates professional licensure by the state of Arkansas.

The mission of the Department of Communication is to provide, within a Christian context, a foundation of human communication principles. Each area of study enhances student growth in critical thinking, scientific inquiry, and Christian service. The department prepares students for placement and careers in communication and furnishes a strong preparation for graduate study.

Communication and information exchange occupy significant positions in world affairs. There is increased need for skilled communicators in all segments of society — media, government, politics, business, and the church. Thus students must complete a basic course in oral communication.

The Department of Communication offers majors in four program areas: communication disorders; mass communication (advertising, electronic media, journalism, management, print journalism, public relations); oral communication; and theater.

Students may become licensed to teach speech communication at the secondary level or gain the necessary educational preparation for graduate study in any of the above areas of communication.

COMMUNICATION DISORDERS

The communication disorders majors are preprofessional in nature and are strongly recommended for students planning to pursue a master's degree and certification by the American Speech-Language-Hearing Association (ASHA). Students receive their clinical experience under the supervision of ASHA-certified speech-language pathologists. The program follows the ASHA Advisements for Undergraduate Education and supports the ASHA position that the graduate degree should be the minimum requirement for professional certification.

Students may select from two major options. The public school option allows one to take education courses and complete the practicum requirements necessary to apply for a public school license in Speech-Language Pathology following the completion of a degree at an ASHA Council on Academic Accreditation accredited graduate program. The non-public school option allows you to substitute a selected minor for the education courses.

**BACHELOR OF ARTS DEGREE
COMMUNICATION DISORDERS MAJOR
(CMDP)
(Public School Option)**

REQUIREMENTS	HOURS
General Education (p. 48):	54
You must take BIOL 113, EDFD 203 (in place of PSY 201), MATH 200, POLS 205.	
Major:	59
COMD 215, 250, 301, 302, 325, 326, 400, 401, 402, 404, 420; COMO 261, 290, 315; EDFD 202, 311; SPED 303 or 409, 407; H ED 203.	
You must apply for teacher licensure following completion of the graduate degree.	
Electives:	7
Remaining Bible:	8
TOTAL HOURS	128

**BACHELOR OF ARTS DEGREE
COMMUNICATION DISORDERS MAJOR
(CMDG)
(Non-Public School Option)**

REQUIREMENTS	HOURS
General Education (p. 48):	54
You must take BIOL 113, MATH 200.	
Major:	43
COMD 215, 250, 301, 302, 325, 326, 400, 401, 402, 404, 421; COMO 261, 290, 315.	
Minor:	18
Although no specific minor is designat- ed for this major, the following are strongly recommended: Biology (with emphasis in anatomy and physiology) English (with emphasis in grammar and linguistics) Psychology	
Electives:	5
Remaining Bible:	8
TOTAL HOURS	128

INTERACTIVE MEDIA

The interactive media major is designed to place students in the information arena that is described by online, interactive, active communicators. Media convergence is becoming a more important part of our vocabulary as providers are becoming entwined and more interactive each day. Convergence is also apparent in academia — the lines are blurring between many areas of expertise, since many areas are finding a niche in digital communication. Because of this, the interactive media major cuts across schools and departments at Harding to form a multi-disciplinary model that will fit needs in design, communication, programming and marketing skills.

The major will include, but not be limited to:

- knowledge of general skills in current areas of digital media;
- synthesis of digital media into skills to aid society;
- knowledge and practice of practical marketing and advertising principles;
- improvement of graphic skills to match industry trends;
- working skills with media tools and software;
- understanding of basic computer languages, with emphasis on interactive tools;
- integration of our spiritual faith into all areas of production;
- practical internships with leading companies in the field.

**BACHELOR OF SCIENCE DEGREE
INTERACTIVE MEDIA (IM)**

REQUIREMENTS	HOURS
General Education (p. 48):	54
You must pass ENG 111 before enrolling in any major courses num- bered above 200. You must take MATH 200.	
Major:	54
Prerequisite: BUS 105 or 40 words per minute typing proficiency before com- pletion of 60 total credit hours. COMM 177, 230 or 231, 254, 259, 420, 446, 451; COMM 190 or MKTG 330 or BUS 300; ART 200, 220, 349; COMP 150, 151, 250; IT 101, 253 or 280.	

Choose 12 hours from ART 260, 350, 451, 452; BUS 300; COMM 190, 220, 251, 280, 351, 412; COMP 245, 345, 421; IT 253, 280, 350, 400; MKTG 330, 331, 335, 375.

Electives: 12
 Remaining Bible: 8
TOTAL HOURS 128

Minor in IM: 18 hours, including ART 200, 220; COMM 177, 254, 420; IT 101, 253 or 280.

MASS COMMUNICATION

Four majors are available for students in mass communication: (1) advertising; (2) print journalism (licensure and non-licensure); (3) public relations; (4) electronic media; and (5) communication management.

Students in mass communication are encouraged to maximize practical training along with academic instruction. Work on the campus television channel TV 16, the campus cable radio station KHCA, the student newspaper *The Bison*, and the yearbook *The Petit Jean*, is available. In the junior or senior year you must complete an internship in your major, working a specified number of hours in broadcast facilities, or in firms specializing in advertising, public relations, print journalism, and management.

All students in mass communication are required to take BUS 105 or pass a 40 words-per-minute typing speed test on the typewriter or computer keyboard. This requirement must be fulfilled before the end of the sophomore year.

You must also pass ENG 111 before enrolling in any COMM course numbered above 229. In addition, you must take MATH 200 to satisfy the general education requirement for mathematics.

**BACHELOR OF ARTS DEGREE
 ADVERTISING MAJOR (ADV)**

REQUIREMENTS **HOURS**
General Education (p. 48): 54
 You must pass ENG 111 before enrolling in COMM courses numbered above 230. You must take MATH 200.

Major:
 Prerequisite: BUS 105 or 40 words-per-minute typing proficiency test before the end of the sophomore year.
 COMM 140, 141, 177, 190, 201, 230 or 231, 253, 254, 259, 280, 303, 304, 313, 323, 351, 411, 412, 441, 451; 12 hours from ART 200, 220, 349, 350; COMM 220, 242, 243, 251, 265, 302, 305, 370, 371, 372, 410; COMO 271; MKTG 331, 337; PR S 336; BUS 435; IT 101

Electives: 10
Remaining Bible: 6
 BUS 435 satisfies the Bible requirement in the semester it is taken. If BUS 435 is not elected in the major above, the Bible requirement is 8 hours.
TOTAL HOURS 128

Minor in Advertising: 19 hours, including COMM 177, 190, 230 or 231, 259, 303 or 304; 1 hour from 140, 141, 242, 243; 6 hours from 201, 253, 254, 265, 280, 351, 411, 412, or other courses approved by the department chairman.

**BACHELOR OF ARTS DEGREE
 ELECTRONIC MEDIA MAJOR (ELM)**

REQUIREMENTS **HOURS**
General Education (p. 48): 54
 You must pass ENG 111 before enrolling in courses numbered above 229. You must take MATH 200.
Major: 60
 Prerequisite: BUS 105 or 40 words-per-minute typing proficiency test before the end of the sophomore year.
 COMM 140, 141, 177, 190, 201, 230, 248, 251, 253, 254, 351, 370, 371, 372, 410, 412, 444, 451; COMO 260 or 261 or 262; 12 hours in either the Teleproduction track or the Broadcast Journalism track below.
 Teleproduction track: COMM 409; 9 hours from COMM 140, 141, 190, 220, 259, 265, 275, 280, 304, 408; COMO 261, 262, 271.

Broadcast Journalism track: COMM 275, 408; 7 hours from COMM 140, 141, 190, 220, 259, 265, 280, 304, 409; COMO 261, 262, 271.

Electives: 6
 Remaining Bible: 8
TOTAL HOURS 128

Minor in Electronic Media: 19 hours, including COMM 140, 141, 201, 230, 251 or 254, and 8 hours selected from 220, 248, 253, 275, 304, 351, 371, 372.

COMMUNICATION MANAGEMENT

Communication Management is a cocurricular program in business and mass communication designed to prepare students to manage media outlets. This major provides a basic understanding of media theory, law, and practice and gives a background in marketing, sales, and accounting principles.

**BACHELOR OF ARTS DEGREE
 COMMUNICATION MANAGEMENT MAJOR
 (CMMG)**

REQUIREMENTS **HOURS**
General Education (p. 48): 54

You must take ECON 201. You must pass ENG 111 before enrolling in COMM courses numbered above 229. You must take MATH 200.

Major: 60

Prerequisite: BUS 105 or 40 words-per-minute typing proficiency test before the end of the sophomore year.

Communication Courses (30 hours): COMM 177, 190, 201 or 251, 265, 280, 351, 412, 445, 451; COMO 260 or 261; 6 hours elected in communication.

Business Courses (30 hours): ACCT 205, 206; BUS 317; IT 101; ECON 202; MGT 332, 368; MKTG 330 or PR S 336; 6 hours elected in business.

Electives: 6

Remaining Bible: 8

BUS 435 is recommended and satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS 128

**BACHELOR OF ARTS DEGREE
 PRINT JOURNALISM MAJOR (PJRN)**

REQUIREMENTS **HOURS**

General Education: 54

You must pass ENG 111 before enrolling in COMM courses numbered above 229. You must take MATH 200. PoS 205 is recommended for Social Science.

Major: 60

Prerequisite: BUS 105 or 40 words-per-minute typing proficiency test before the end of the sophomore year. COMM 177, 201, 220, 231, 242, 243, 259, 301, 302, 323, 351, 410, 412, 415, 442, 451; POLS 202, 353; ENG 281; 12 hours from COMM 190, 254, 265, 280, 305, 370, 371, 372; BUS 315; ECON 201, 202, 310, 311; ENG 291; ART 249; POLS 300, 304, 435.

Electives: 6

Remaining Bible: 8

TOTAL HOURS 128

Minor in Print Journalism: 18 hours, including COMM 201, 231, and 6 upper-level hours.

**BACHELOR OF ARTS DEGREE
 PUBLIC RELATIONS MAJOR (PR)**

REQUIREMENTS **HOURS**

General Education (p. 48): 54

You must pass ENG 111 before enrolling in COMM courses numbered above 229. You must take MATH 200. ECON 201 or SOC 203 is recommended for social science.

Major:
 Prerequisite: BUS 105 or 40 words-per-minute typing proficiency test before the end of the sophomore year. COMM 140 or 141, 177, 201, 220, 231, 242, 243, 253, 254, 259, 280, 302, 303, 323, 351, 394, 396, 412, 415, 443, 451; COMO 260 or 262; MKTG 330; BUS 435.

Electives: 7
Remaining Bible: 6

BUS 435 satisfies the Bible requirement the semester it is taken.

TOTAL HOURS 128

Minor in Public Relations: 18 hours, including COMM 201, 231, 242 or 243, 280, 302, 323, 394 or 396.

ORAL COMMUNICATION

The method most often used for persuasion and information is oral communication. This major sharpens the interpersonal, cross-cultural, and technical skills necessary to use the voice as an effective tool.

**BACHELOR OF ARTS DEGREE
 ORAL COMMUNICATION MAJOR (OCOM)
 (Non-Teacher Licensure)**

REQUIREMENTS	HOURS
General Education (p. 48):	54
Major:	36
Prerequisite: COMO 101 (counted above in General Education)	
COMD 250 or COMO 315; COMM 201, 251 or 254, 410; COMO 210, 260, 261 or 263, 262, 264, 271, 290; COMT 204 or 308; COMT 190 or COMM 248; two from COMM 140, 141, COMO 151, 161, 171, 270, COMT 222.	
Minor:	18
Electives:	12
Remaining Bible:	8
TOTAL HOURS	128

**BACHELOR OF ARTS DEGREE
 ORAL COMMUNICATION MAJOR (OCOS)
 (Teacher Licensure 2002)**

REQUIREMENTS **HOURS**

General Education (p. 48): 51

You must take POLS 205. EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure. ANTH 250, GEOG 302/303, or POLS 202 is recommended for global literacy and satisfies the 3-hour additional Social Science requirement.

Major: 41

COMM 201, 410; COMO 210, 260 or 261, 262, 263, 264; COMT 190, 200, 204 or 308, 206, 301, 303, 312, 313; 1 hour from COMT 107, 222, 307; 4 hours from COMM 140, 141, COMO 151, 161, 171.

Licensure: 31

EDFD 202, 203, 311; SEED 310, 417, 430, 451, 480; SPED 418; H ED 203. Consult the College of Education catalog section for additional licensure information.

Remaining Bible: 6

Bible is not required during the supervised teaching semester.

TOTAL HOURS 129

Minor in Oral Communication: 20 hours, including COMD 250 or COMO 290 or COMO 315; COMO 210, 260, 262 or 263, 264, 271; COMT 190 or COMM 248; COMT 204 or 308; 1 hour from COMM 141, COMO 151, 161, 171, COMT 107, 131, 307.

Minor in Oral Communication (for Bible majors): 18 hours, including COMO 210, 260 or 261, 262 or 263, 271; COMM 140 or 141, 351; COMT 190 or COMM 248.

THEATER

One of the oldest disciplines, theater mixes the aesthetic with the technical. This major is generally categorized, along with music and art, as one of the performing arts. Students are given freedom of expression to present their creative skills through gentle direction of the program.

**BACHELOR OF ARTS DEGREE
THEATER MAJOR (THTR)**

REQUIREMENTS	HOURS
General Education:	54
Major:	36
COMO 264; COMT 190, 204, 206, 222, 245, 301, 303, 308, 312, 313, 451; 12 hours selected from COMT 107/307 (1 hour), 200, 202, 207, 225, 306, 309, 314, 360, 361, 362, 445, ENG 371.	
Minor:	18
Electives:	13
Remaining Bible:	8
TOTAL HOURS	128
Minor in Theater: 18 hours, including COMT 190, 204 or 308, 206, 222; 10 hours selected from COMT 107/307 (1 hour), 200, 202, 204, 207, 245, 301, 303, 306, 308, 309, 312, 313, 360, 361, 362, 445, 450.	

COMMUNICATION DISORDERS (COMD)

- 215. **NORMAL SPEECH AND LANGUAGE DEVELOPMENT.** (3) Fall, Spring. Normal speech and language acquisition and growth from first vocalization to adult grammatical forms. Observation of clinical activity is required.
- 250. **INTRODUCTION TO COMMUNICATION DISORDERS.** (3) Fall, Spring, Summer. Common speech, language, and hearing disorders with emphasis on causation. Observation of clinical activity is required.
- 276. **AMERICAN SIGN LANGUAGE I.** (3) Fall, Spring. An elementary course in American Sign Language (ASL) using a natural language approach to introduce culturally appropriate signed concepts related to the immediate environment. Includes development of appropriate linguistic/cultural behaviors and awareness of/respect for Deaf Culture. Fee: \$23.
- 277. **AMERICAN SIGN LANGUAGE II.** (3) Fall, Spring.

An intermediate ASL course moving from concrete sign communication to the expression of abstract ideas. Emphasis is on the comprehension and production of increasingly complex linguistic structure. Prerequisite: COMD 276. Fee: \$23.

- 301. **CLINICAL METHODS AND PROCEDURES: DIAGNOSTIC.** (3) Spring. Twenty-five clock hours of clinical experience in the Harding University Speech Clinic. Designed for beginning clinicians who require maximum supervision. Prerequisites: COMD 250, 25 hours of clinical observation, and 3.0 GPA or permission of instructor. Additionally, student must purchase professional liability insurance from Harding University. Fee: \$24.
- 302. **CLINICAL METHODS AND PROCEDURES: TREATMENT.** (3) Fall. Forty clock hours of clinical experience, including 25 hours earned in COMD 301. Prerequisites: COMD 301 and 3.0 GPA. Additionally, student must purchase professional liability insurance from Harding University. Fee: \$24.
- 325/525. **PHONOLOGICAL AND ARTICULATION DISORDERS.** (3) Fall. Identification, classification, analysis, and remediation of phonological and articulation disorders. Prerequisite: COMO 290.
- 326/526. **LANGUAGE DISORDERS.** (3) Fall. Identification and remediation of language disorders. Delayed and disordered language, environmental deprivation, mental retardation, and brain injury. Prerequisites: COMD 215 and 250.
- 400/500. **ANATOMY AND PHYSIOLOGY OF SPEECH AND LANGUAGE.** (3) Fall. Normal anatomy and physiology of speech and language. Specific breakdowns in anatomical and physiological functioning resulting in communication disorders. Prerequisites: COMD 250, 325, 326; BIOL 113.
- 401/501. **SPEECH AND HEARING SCIENCE.** (3) Spring. The vocal mechanism, acoustics of voice and sound production, the human ear, and psychoacoustics of audition.
- 402/502. **AUDIOLOGY.** (3) Spring. The anatomy of the hearing mechanism, the process of hearing, tests for impaired functions of the ear, and rehabilitation of the aurally handicapped. Supervised practice in testing hearing. Prerequisite: COMD 250.
- 404/504. **AURAL REHABILITATION.** (3) Spring. The handicap of hearing impairment with its habilitation and rehabilitation. Signing, auditory training, and speech reading. Speech conservation, counseling, and the use of amplification. Prerequisite: COMD 250 and 402 or consent of instructor.
- 420. **SUPERVISED SCHOOL PRACTICUM.** (4) Spring. A minimum of 60 clock hours of clinical experience in an approved public school speech therapy program. This practicum experience is not the equivalent of supervised teaching. Prerequisites: COMD 301, 302, 325, 326, and 3.0 GPA. Additionally, student must purchase professional liability insurance from Harding University. Fee: \$172.
- 421. **SUPERVISED SPEECH PATHOLOGY PRACTICUM.** (4) Spring. A minimum of 60 clock hours

of clinical experience in an approved clinical speech pathology program. Prerequisites: COMD 301, 302, 325, 326, and 3.0 GPA. Additionally, student must purchase professional liability insurance from Harding University. Fee: \$172.

450/550. INDEPENDENT STUDY. (1-3) Offered with permission of instructor and department chair. Independent research in areas of communication disorders such as stuttering, articulatory disorders, and speech and hearing rehabilitation. May be repeated for a maximum of 6 hours total credit in any area.

MASS COMMUNICATION (COMM)

140. RADIO PRACTICUM. (1) Fall, Spring. Staff work on the university radio station. "Hands-on" experience in equipment operation and production techniques. May be taken two times for credit.

141. TELEVISION PRACTICUM. (1) Fall, Spring. Staff work on the university TV station. "Hands on" experience in basic equipment operation and production techniques. May be taken two times for credit.

177. MEDIA SOFTWARE PRACTICUM. (1) Fall, Spring. Introduction, practice and performance with essential media software applications such as Adobe Photoshop, Pagemaker, Quark Express and Microsoft PowerPoint. Course will be team taught by department faculty using lab-based approach with tutorials.

190. INTRODUCTION TO ADVERTISING. (3) Spring of even years. An overview of the world of advertising. The foundation of advertising, the advertiser-agency partnership, the advertising environment, audience definition, research and planning, objectives, advertising strategies, media choices, buying strategies and rating reports. This course is a prerequisite for all other advertising courses.

201. MASS COMMUNICATION. (3) Fall, Spring. Investigation and analysis of the theories of mass communication systems in the United States. Uses and future of all types of mass media and investigation of career options.

220. PHOTOGRAPHY. (3) Fall, Spring, Summer. Still and video photography. Developing and printing, enlarging. Photographic equipment and standard techniques are studied by lecture and laboratory work. Fee: \$32.

230. BROADCAST NEWS WRITING. (3) Fall, Spring. Broadcast news reporting, writing, and style. News reporting and writing assignments for KHCA and TV 16. Prerequisite: ENG 111 or equivalent.

231. PRINT NEWS WRITING. (3) Fall, Spring. Gathering and writing news for the mass media. Writing mechanics, news style, and news value. Prerequisite: ENG 111 or equivalent.

242. FIELD EXPERIENCES IN STUDENT NEWSPAPER. (1) Fall, Spring. Staff duties or other assignments for the student newspaper. Open to majors and nonmajors; may be taken twice for credit. Prerequisite: COMM 231 or con-

243. FIELD EXPERIENCES IN STUDENT YEARBOOK. (1) Fall. Same as for 242 except that work is on yearbook. May be taken twice for credit. Prerequisite: COMM 231 or consent of faculty yearbook adviser.

248. BROADCAST PERFORMANCE. (3) Fall of even years. A broadcast performance course designed to provide students with the knowledge, skills and practical experience of performing in front of a microphone and camera. Basic phonetics, diction, articulation, tone control and other paralinguistic skills are covered.

251. MODERN MEDIA TECHNOLOGIES. (3) Spring. Current technologies including satellite, cable, fiber optics, and cellular innovations.

253. FIELD PRODUCTION. (3) Fall, Spring. Electronic field production and post production, including videography, linear and nonlinear editing, lighting, audio and production techniques.

254. CYBERSPACE COMMUNICATION. (3) Fall, Spring, Summer. Theory and practice related to on-line communication activities. Uses current communication theory to explain advantages and disadvantages of on-line media. Considers infrastructure requirements, economic concerns, sociologic factors, and problems associated with faith-building. Prerequisite: COMM 177.

259. TYPOGRAPHY AND GRAPHIC ARTS. (3) Fall, Spring. Graphic presentation and printing mechanics. Types and type families, legibility, spacing, harmony, contrast, and use of color as they affect the functional design of printed matter. Prerequisite: COMM 177.

265. MEDIA MANAGEMENT. (3) Spring of even years. Provides theoretical and practical understanding of media management and leadership with a focus on management theory, business practices, media operations, content, sales, marketing, audience analysis, ethics and regulation.

275. BROADCAST REPORTING. (2) Spring. Reporting and production for broadcast journalism. News reporting and production assignments for TV 16 and KHCA. Prerequisite: COMM 230 and 253.

280. PUBLIC RELATIONS PRINCIPLES. (3) Fall. Principles and philosophies underlying public relationships. Current policies, methods, and media employed by industrial, business, educational, and social organizations.

301/501. PRINT REPORTING. (3) Spring of even years. Advanced practice in gathering and writing specialized types of news for print media. Prerequisite: COMM 231.

302/502. EDITING FOR THE PRINT MEDIA. (3) Spring. Preparation of copy for print media. Copyreading, headline writing, desk work, and page makeup. News values, reader interest, promotion techniques, and editorial problems. Editorial practices of small town dailies and weeklies. Prerequisite: COMM 177, 231, 259.

303/503. PRINT ADVERTISING. (3) Fall, Spring. The psychology, theory, and design of advertising with empha-

sis on print, including newspapers, magazines, billboards, direct mail, brochures, and specialties. Desk-top publishing with hands-on work in the Macintosh Computer Lab. Study of the buying and selling of print advertising.

304/504. BROADCAST ADVERTISING. (3) Spring of odd years. A study of the buying and selling of broadcast advertising. Understanding Arbitron, Nielsen, and other rating services; demographic audience analysis. Major project includes writing and implementing an advertising campaign for an actual client using all appropriate media. Prerequisite for advertising majors: COMM 303.

305/505. ADVANCED PHOTOGRAPHY. (3) Spring of even years. Problems of news coverage by camera, magazine illustration, and communication through the printed photograph. Picture quality, production techniques, and picture editing. Prerequisite: COMM 220 or equivalent. Fee: \$32.

313. FIELD EXPERIENCES IN ADVERTISING. (1) Spring. Participation in a student-run advertising agency. Hands-on experience in the planning, design, production, implementation, and evaluation of an advertising campaign for an actual client. Prerequisites: COMM 231, 280, 303, 304, and consent of faculty advisor.

323/523. WRITING FOR THE MASS MEDIA. (3) Spring. Extensive instruction in the writing skills required by all the mass media, with special attention given to three forms of mass media writing: writing to inform, writing to entertain, and writing to persuade. Prerequisite: COMM 231.

351/551. RELIGIOUS APPLICATIONS OF MEDIA. (3) Fall. Examines content and production elements of religious messages for electronic and print media. Emphasis given to biblically-based effective messages that appeal to audiences. Writing media spots and print messages to specific target audiences for use in evangelistic outreach by local congregations is stressed. Looks at historical perspective of televangelism and uses of media by major religious groups.

367/567. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

370/570. BROADCAST PROGRAMMING. (3) Spring of odd years. Analysis of the programming function of radio and television broadcasting. Investigation of programming philosophies of commercial and public agencies in light of governmental and industry standards. The relationship of programming to total station operation. Uses of programming and some alternatives to present practice. Prerequisite: COMM 251 or consent of instructor.

371/571. RADIO PRODUCTION AND PERFORMANCE. (3) Fall of odd years. Development of production, writing and announcing skills for radio and audio production, including an overview of radio station operation, technology, programming, regulation and ethics. Hands-on experience with digital audio production and station operation of KHCA.

372/572. TELEVISION PRODUCTION AND WRITING. (3) Fall. Hands-on experience with cameras, audio,

lighting, graphics, editing, production, and direction. Work with TV 16.

394/594. PUBLIC RELATIONS CASE STUDIES. (3) Spring of odd years. Public relations ethics, writing, media relations, and case studies. Prerequisite: COMM 177, 231, 259, 280.

396/596. PUBLIC RELATIONS CAMPAIGNS. (3) Spring of even years. Planning and preparation of publicity material for various media. Application of public relations techniques. Study of current public relations campaigns. Prerequisite: COMM 177, 231, 259, 280.

408/508. ADVANCED BROADCAST JOURNALISM. (3) Fall of odd years. Advanced theory and techniques of broadcast news gathering, writing, and reporting. Spot news coverage, investigative reporting, on-line database research, resumé tape preparation, government and court systems, critical analysis of current media issues, and ethics in journalism. Prerequisite: COMM 275.

409/509. ADVANCED VIDEO PRODUCTION. (3) Spring of odd years. Scripting, producing, and directing features, specials, documentaries, and other advanced projects. Includes editing and production techniques. Work with TV 16. Prerequisite: COMM 253 and 372.

410/510. COMMUNICATION THEORY. (3) Spring. Modern theories of communication. Investigation and analysis of major accounts of the nature and practice of communication.

411/511. DIRECT MARKETING. (3) Fall of odd years. A broad perspective of the rapidly developing area of direct marketing. Includes all forms of direct marketing, such as direct mail, telemarketing, interactive TV, broadcast TV, newspaper, magazines, outdoor, and advertising specialties. Production of direct marketing pieces for clients. Prerequisites: COMM 303, 304.

412/512. COMMUNICATION LAW. (3) Fall. The legal and ethical responsibilities and freedoms affecting oral, print, and electronic media, including first amendment principles and the legal and ethical philosophy affecting mass media.

415/515. THE PRESS AND SOCIETY. (3) Fall. Background of the American press. Examination of problems of editorial freedom, ethics of the press, propaganda, public opinion, and the press in a democratic society. Development and implementation of a personal value system and code of ethics. Limited to senior print journalism and public relations majors.

420/520. PROJECT DEVELOPMENT IN DIGITAL MEDIA. (2) Spring. The capstone course for the interactive media major, it focuses all previous coursework on the development of an approved digital media project for a real-world client. It will be team taught by collaborative learning with professors in business, communication, computer science and graphic design.

441-446/541-546. INTERNSHIP IN ADVERTISING, INTERACTIVE MEDIA, PRINT JOURNALISM, PUB-

LIC RELATIONS, RADIO-TELEVISION, COMMUNICATION MANAGEMENT. (2) Fall, Spring, Summer. The internship, supervised in a commercial or educational setting, provides opportunity for observation and practice of fundamentals in a professional setting. An internship paper, approved by the department chairman, is required. Prerequisite: Consent of the department chairman.

450/550. INDEPENDENT STUDY. (1-3) Offered by permission of instructor and department chair. Individual study or research on selected topic of interest to the senior major or graduate student in any of the four areas of Mass Communication. May be repeated for a maximum of 6 hours credit in any area.

451. SENIOR SEMINAR IN MASS COMMUNICATION. (1) Fall. A capstone seminar that includes finishing skills including interview techniques, resume preparation, and suggestions for spiritual life in the media world. For seniors only. Prerequisite: Completion of internship or permission of the department chair.

ORAL COMMUNICATION (COMO)

101. SPEECH COMMUNICATION. (3) Fall, Spring, Summer. Instruction and practice in the theory and skills of public and interpersonal communication. Organization and delivery of short speeches, reading aloud in public, group discussions, critical listening, and evaluation. Does not count toward a major or minor in communication.

151. BEGINNING INTERCOLLEGIATE DEBATING. (1) Fall, Spring. Participation in intercollegiate debate competition. May be taken two times for credit. Prerequisite: Consent of the debate instructor.

171. FORENSICS PRACTICUM. (1-3) Fall, Spring. Participation in intercollegiate individual events. May be taken two times for credit. Prerequisite: Consent of the forensics instructor.

210. PUBLIC COMMUNICATION. (2) Fall of even years. Preparation, delivery, and critical evaluation of prepared speeches. Prerequisite: COMO 101 or consent of instructor.

260. INTERPERSONAL COMMUNICATION. (3) Spring of odd years. Elements and contexts of interpersonal communication, including self-concept, verbal and nonverbal behavior, conflict, feedback, feelings, and perceptions of others in interpersonal contexts such as small groups and across cultures.

261. NONVERBAL AND CROSS-CULTURAL COMMUNICATION. (3) Fall of odd years. Major aspects of and variables affecting nonverbal communication with speech emphasis upon the cross-cultural contexts of nonverbal behavior.

262. SMALL GROUP AND ORGANIZATIONAL COMMUNICATION. (3) Spring of even years. Theories and methods of group problem solving and organizational communication.

263. ARGUMENTATION AND PERSUASION. (3) Fall of even years. Major theories of persuasion, the variables which impact on the persuasion process, and the primary contexts in which persuasion occurs in contemporary society.

264. VOCAL PERFORMANCE. (2) Spring. A performance-based course emphasizing the use of the normal speaking voice, articulation, pronunciation, as well as stage speech and dialects. Drills will stress oral reading and vocal interpretation.

270. ADVANCED INTERCOLLEGIATE DEBATING. (1) Fall, Spring. Participation in intercollegiate debate competition. May be taken two times for credit. Prerequisite: One year of participation in intercollegiate debate and consent of the debate instructor.

271. PARLIAMENTARY LAW. (1) Spring of even years. Principles of parliamentary procedure as they apply to the conduct of all types of business and professional meetings.

290/590. PHONETICS. (3) Spring. Principles of phonetic sciences with practical application of articulatory phonetics and experience in auditory discrimination. Geographical and ethnic dialects. Prerequisite: COMD 250 or COMO 211.

315/515. LINGUISTICS. (3) Spring of even years. An overview of the study of language. Cognitive dimension of language. Its development and evolution within a social interactive framework.

450/550. INDEPENDENT STUDY. (1-3) Offered with permission of instructor and approval of department chairman. Independent research in oral interpretation, communication theory, rhetoric and public address, phonetics, or speech education. May be repeated for a maximum of 6 hours total credit in any area.

THEATER (COMT)

107. DINNER THEATER LAB I. (1-4) Summer. Participation in the Searcy Summer Dinner Theatre. Supervised rehearsal and performance or technical production work. May be taken twice for credit. Prerequisite: Negotiation of a credit contract with the director.

131. THEATER LAB. (1-2) Fall, Spring. Participation in department productions through supervised rehearsal and performance or technical production work. May be taken twice for credit. Prerequisite: Negotiation of a credit contract with the director. See course syllabus in the Communication Department Office before enrolling.

190. ACTING I. (3) Fall. Lecture-laboratory in acting methods and techniques.

200. THEATER MOVEMENT. (2) Fall. An activities approach to increasing individual physical theatrical performance skills. The methodology of the course varies by semester. May be taken twice for credit.

202. STAGE COMBAT. (2) Spring. An introduction to the

art of stage combat. Emphasis is placed on safely creating the illusion of violence while portraying a character. Various styles of combat are presented.

204. THEATER HISTORY I. (2) Fall of odd years. A survey of theater history from ancient times to 1700.

206. TECHNICAL THEATER. (2) Fall. Technical production and operation including purchasing materials, and budgeting. Tool use, construction procedures, lighting techniques, sound equipment, costume shop procedures, and stage management.

207. CHILDREN'S THEATER. (2) Spring of odd years. A study of the literature, production and mounting of productions by and for children. Special emphasis is given to the differences in mounting productions geared for various aged audiences.

222. THEATER PRODUCTION EXPERIENCES. (1) Spring. Accelerated practicum experience in department productions. May be repeated for credit. May not be taken concurrently with COMT 451 Senior Seminar.

225. THEATER SEMINAR. (1) Offered on sufficient demand. A weekend seminar in various areas of theatrical production. Readings prior to the weekend as well as a follow-up project are required.

245. MAKEUP FOR TELEVISION AND STAGE. (2) Spring. Principles and application of makeup in a laboratory setting. Design, application, and evaluation of specific techniques for TV and stage. Students must purchase makeup supplies.

301/501. PLAY DIRECTING. (3) Fall. Lecture-workshop in directing and staging plays. Students will direct scenes from various styles of scripts. Prerequisite: COMT 190 and 206, or consent of the instructor.

303/503. PLAY PRODUCTION. (1) Spring of even years. Lecture-workshop in the production of plays. Will consider the legal, organizational and fiscal aspects of production.

306/506. CONTEMPORARY DRAMA IN PERFORMANCE. (3) Spring of even years. Performance and acting plays for the modern stage. Reading and analysis of modern plays. Performance of scenes from realistic and post-realistic plays. Study and application of modern acting styles. Prerequisites: COMT 190 or consent of the instructor.

307. DINNER THEATER LAB II. (1-4) Summer. Participation in the Searcy Summer Dinner Theater. Supervised rehearsal performance or technical production work. May be taken twice for credit. Prerequisite: Negotiation of a credit contract with the instructor.

308/508. THEATER HISTORY II. (2) Spring of even years. A survey of theater history from 1700 to the present.

309/509. ACTING II. (3) Spring of odd years. Application of different styles of acting to period and modern plays for presentation as audition and performance pieces. May be

taken twice for credit, but only three hours may apply toward the major. Prerequisite: COMT 190.

312/512. DESIGN FOR THE STAGE. (3) Spring. A study of design principles applicable to all areas of production design. Purchase of design materials required. Prerequisite: COMT 206.

313/513. ONE-ACT DIRECTING PROJECT. (1) Fall, Spring. Directing a one-act play or one act of a full-length play. Written documentation of the project is required. Prerequisites: (1) COMT 301, 303 and consent of the instructor; (2) written application to the director of theater by spring break of the academic year previous to enrollment; (3) Negotiation of a contract with the director of theater by the 14th week of the spring semester of the academic year previous to enrollment.

314/514. ADVANCED TECHNICAL THEATER. (3) Spring of odd years. In-depth skills in computer light board programming and operation, metal and plastic working, computer drafting for lighting and scenery, lighting instrument maintenance, and structural construction and safety. Prerequisite: COMT 206.

345/545. ADVANCED MAKEUP. (2) Fall of even years. Advanced work in makeup for stage and television. Emphasizes three-dimensional work and entails creating complete designs for individual productions. Prerequisite: COMT 245.

360/560. SCENE DESIGN PROJECT. (1) Fall, Spring. A realized practicum project in set design for the stage. May be repeated for credit. Prerequisites: COMT 312 and the consent of the instructor.

361/561. COSTUME DESIGN PROJECT. (1) Fall, Spring. A realized practicum project in costume design for the stage. May be repeated for credit. Prerequisites: COMT 312 and the consent of the instructor.

362/562. LIGHTING DESIGN PROJECT. (1) Fall, Spring. A realized practicum project in lighting design for the stage. May be repeated for credit. Prerequisites: COMT 312 and the consent of the instructor.

367. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

450/550. INDEPENDENT STUDY. (1-3) Fall, Spring, Summer. Offered with permission of instructor and department chairman. Independent research in acting, directing, technical theater, and other relevant topics in theater. May be repeated for a maximum of 6 hours total credit in any area.

451. SENIOR SEMINAR. (1) Fall, Spring. A realized theatrical project in the student's area of specialization. Resume development and presentation of a portfolio. Prerequisites: (1) COMT 313 or consent of the instructor; (2) Written application to the director of theater by spring break of the academic year previous to enrollment; (3) Negotiation of a contract with the director of theater by the 14th week of the spring semester of the academic year previous to enrollment.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

CHAIR: Dennis M. Organ, Ph.D.

DISTINGUISHED PROFESSOR:

Larry R. Long, Ph.D.
Associate Vice President for Academic Affairs
and Dean of the College of Arts and
Humanities

PROFESSORS:

Rodger Lee Brewer, Ph.D.
Gary D. Elliott, Ph.D.
Kenneth W. Hammes, Ph.D.
Alice K. Jewell, Ph.D.
Dennis M. Organ, Ph.D.

ASSOCIATE PROFESSOR:

John E. Williams, Ph.D.

ASSISTANT PROFESSORS:

Curt Baker, M.Ed.
Terry Engel, Ph.D.
Kayla Haynie, M.A.
Sherry Organ, M.Ed.

INSTRUCTOR:

Kathy Dillion, M.Ed.
Larry Hunt, M.A.

ASSISTING FROM OTHER DEPARTMENTS:

PROFESSORS:

Betty Work Watson, Ed.D.

ASSOCIATE PROFESSOR:

Terry Edwards, Ph.D.

The mission of the Department of English Language and Literature is to:

1. Develop the rhetorical and critical thinking skills necessary for proficiency in reading and writing;
2. Develop effective written expression;
3. Build an appreciation for literature as both aesthetic expression and a reflection of the progressive development of human culture, thought, and ideals;
4. Prepare students for careers in teaching, writing, or other fields in which English language skills are valued;
5. Demonstrate the importance of reading literature within a spiritual context and of applying Christian values to written communication.

BACHELOR OF ARTS DEGREE

ENGLISH MAJOR (ENG)

(Non-Teacher Licensure)

REQUIREMENTS	HOURS
General Education (p. 48):	54
You must take one year (at least 6 hours) of modern foreign language for global literacy.	
Major:	42
ENG 231, 251, 252, 271, 272, 281, 422, 451; 322 or passing a departmental grammar proficiency test; 12 additional hours of English electives numbered 250 or above (9 hours if 322 is elected above); one additional year (6-8 hours) of modern foreign language.	
Minor:	up to 18
A minor requires 18 hours. These may include hours taken in General Education or Bible, thus increasing the number of electives below.	
Electives:	6
Remaining Bible:	8
TOTAL HOURS	128

BACHELOR OF ARTS DEGREE

ENGLISH MAJOR (ENGC)

(Teacher Licensure 2002)

REQUIREMENTS	HOURS
General Education (p. 48):	45
EDFD 203, required in place of PSY 201, is counted below in the hours required for certification. The 6-hour global literacy requirement is satisfied by one year of modern foreign language, counted below in the major.	
Major:	42
ENG 231, 251, 252, 271, 272, 281, 322, 420, 422, 451; 6 additional hours of English electives numbered 250 or above; one year (6-8 hours) of modern foreign language.	

Minor: up to 18

A minor requires 18 hours. These may include hours taken in General Education or Bible.

Licensure: 33

EDFD 202, 203, 311; SPED 418; SEED 310, 417, 423, 451, 480; H ED 203. Consult the College of Education catalog section for additional information.

Remaining Bible: 6

Bible is not required during the supervised teaching semester.

TOTAL HOURS 128-144

Minor in English: 18 hours, including 111 or 113, 201 or 202, 211, and 6 hours of upper-level work.

Minor in Writing: 18 hours, including 111 or 113, 211, 281, and 9 hours elected from 291, 312, 313, 322, 391, and COMM 323.

Minor in Linguistics: 18 hours, including one year of modern foreign language; COMO 290 and 315; ENG 422; and 3 hours elected from ENG 322, 370, and TESL 439.

English as a Second Field: Students certifying to teach in a major field who wish to add English as a second field must complete 24 hours of English, including 251, 252, 271, 272, 281, 322, and 6 hours of elective work in English numbered 201 or higher (ENG 211 excluded).

Teaching English as a Second Language: See the TESL curriculum in the College of Education course listings.

For high school teachers of English, a modern foreign language minor or second teaching field is very useful. Since high school teachers of English are often expected to coach debate and to supervise the student newspaper or yearbook, COMO 151, 263 and COMM 142, 143 are also desirable electives. COMO 255 is also a useful elective for prospective English teachers.

099. BASIC ENGLISH AS A SECOND LANGUAGE. (3-6) Fall. Based on placement tests at entrance, students for whom English is a second language may be required to take this intensive course before qualifying for ENG 101 or a higher freshman composition course. Does not count toward graduation.

100. BASIC ENGLISH. (3) Fall, Spring. Grammar and composition skills. Required for students who have no credit in college composition and who scored 18 or below on the ACT English examination (440 or below on the SAT verbal exam). Does not count toward a major or minor or the general education requirement in composition.

101. ENGLISH AS A SECOND LANGUAGE. (3) Fall. Designed for students for whom English is not the native language. English word formation, grammatical agreement, spelling, and phonetic distinction needed for adequate listening, speaking, reading, and writing in college-level English.

111. COMPOSITION I. (3) Fall, Spring. College-level paragraph and essay writing. Library orientation and grammar review. Prerequisite: ENG 100, or 19 or above on the ACT English examination (450 or above on the SAT verbal examination).

113. COMPOSITION I AND GRAMMAR. (3) Fall, Spring. College-level paragraph and essay writing and thorough grammar review. Library orientation. Designed especially for early childhood and middle school teachers. Prerequisite: ENG 100, or 19 or above on the ACT English exam (450 or above on the SAT verbal exam).

201. WORLD LITERATURE I. (3) Fall, Spring. Writers from ancient times through the Renaissance whose ideas are representative of concepts, movements, or creative expressions that have had significant impact upon western culture.

202. WORLD LITERATURE II. (3) Fall, Spring. Writers from the Neoclassic Age to the present whose ideas are representative of concepts, movements, or creative expressions that have had significant impact upon western culture.

211. COMPOSITION II. (3) Fall, Spring. Builds on skills developed in Composition I with emphasis on critical reading, thinking, and writing. Research paper required. Prerequisite: ENG 111.

231. ENGLISH STUDIES. (3) Spring. An overview of literary studies, including library resources, literary terminology, critical approaches, and film as literature.

249. ENGLISH PROFICIENCY. (3) Fall, Spring, Summer. Intensive practice in writing for students who have major deficiencies in English grammar and composition. Satisfies the institutional English proficiency requirement. Open only to juniors and seniors. Does not count toward the major or minor in English.

251, 252. BRITISH LITERATURE. (3, 3) Fall, Spring. Developments and significance of British literature, with its historical, social, and philosophical backgrounds from the

beginning to present times.

271, 272. **AMERICAN LITERATURE.** (3, 3) Fall, Spring. Developments and significance of American literature, with its historical, social, and philosophical backgrounds from the beginning to present times.

281. **ADVANCED COMPOSITION.** (3) Fall, Spring. Advanced development and polishing skills in writing, particularly expository and argumentative prose.

291. **BUSINESS AND PROFESSIONAL WRITING.** (3) Fall of even years. Alternates with 391/591. For students in all disciplines. Writing practice in expository prose and report writing while examining style and writing theory. Polishing of research projects from individual disciplines.

312. **WRITING POETRY.** (3) Spring of odd years. Alternates with 313. Emphasizes the production of poetry in a workshop format.

313. **WRITING FICTION.** (3) Spring of even years. Alternates with 312. Emphasizes the production of prose fiction in a workshop format.

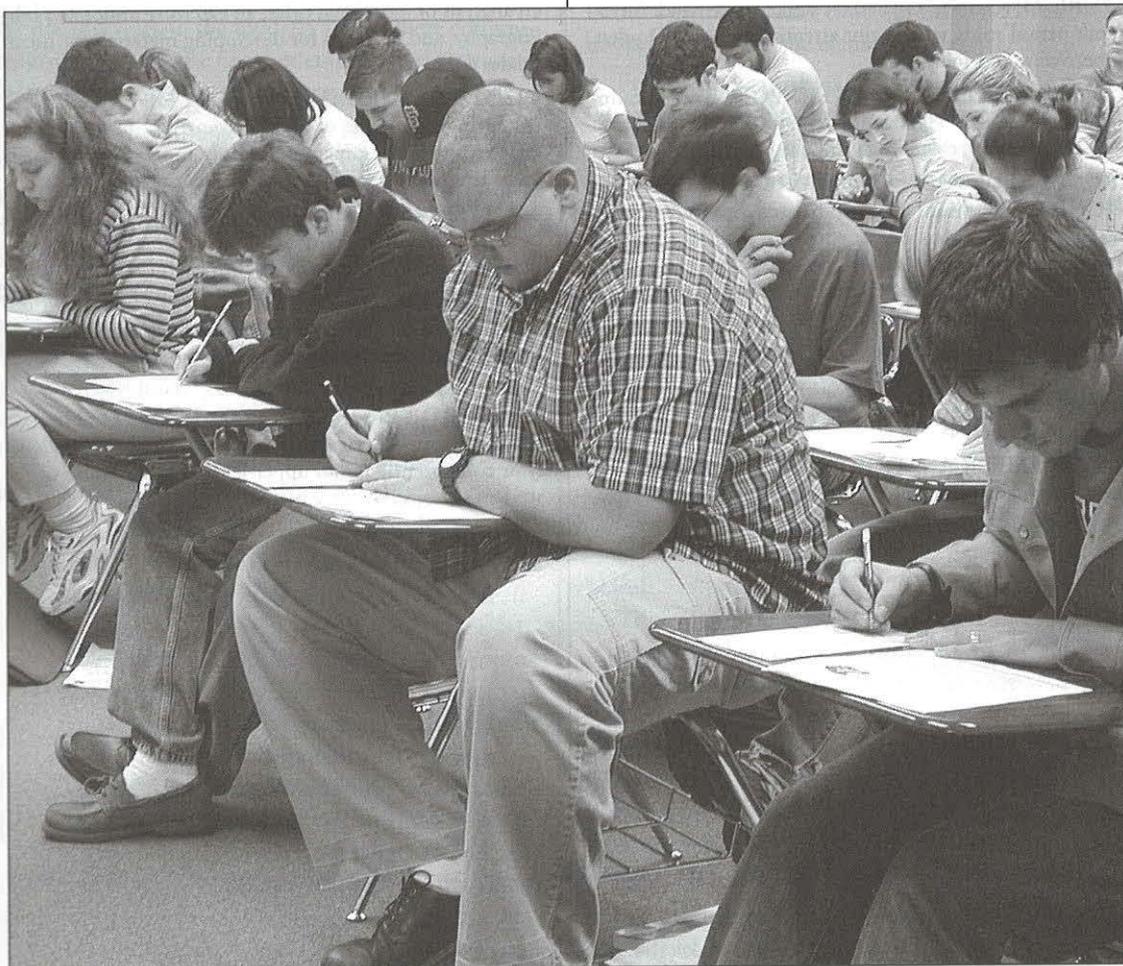
322. **SYSTEMS OF ENGLISH GRAMMAR.** (3) Fall. Designed particularly for students who plan to teach English. Principles of traditional English grammar, comparative grammars, and dialect awareness.

350. **CHILDREN'S LITERATURE.** (3) Fall, Spring. Types and sources of children's literature. Extensive reading necessary to acquaint prospective teachers with the wealth of material available in the field. Procedures in the teaching of literature to children. Does not count toward the major or minor. Prerequisite: EDFD 203.

360/560. **AMERICAN POETRY.** (3) Summer. Offered on sufficient demand. Poets studied in detail vary from year to year. May be repeated with the consent of the department chairman.

367/567. **COOPERATIVE EDUCATION.** (1-6) Offered on demand. See Cooperative Education catalog section.

370/570. **OLD AND MIDDLE ENGLISH LITERATURE.** (3) Fall. Offered on sufficient demand. British literature with emphasis on Chaucer.



371/571. **SHAKESPEARE.** (3) Spring. Offered on sufficient demand. Shakespeare's development as a dramatic artist and as an interpreter of humanity, with attention given to the resourcefulness of his language and the penetration of his thought.

380/580. **RENAISSANCE AND SEVENTEENTH-CENTURY BRITISH LITERATURE.** (3) Fall. Offered on sufficient demand. Excluding Shakespeare, study of major British writers of the period, including sonneteers, dramatists, Spenser, Donne, and Milton.

390/590. **FILM AS LITERATURE.** (3) Fall. Offered on sufficient demand. Film as a collaborative art form. Elements that combine to make film a unique entity drawing from the worlds of literature, drama, photography and art to define its medium.

391/591. **WRITING NONFICTION.** (3) Fall of odd years. Alternates with 291. Emphasizes the production of nonfiction prose pieces for publication, using a workshop format. Prerequisite: 281 or permission of department chair.

400/500. **RESTORATION AND NEOCLASSIC LITERATURE.** (3) Summer. Offered on sufficient demand. An in-depth period study with major attention given to Dryden, Pope, Swift, and Johnson.

402/502. **BRITISH ROMANTIC POETRY.** (3) Summer. Offered on sufficient demand. The poetry of Wordsworth, Coleridge, Keats, Shelley, and Byron.

403/503. **STUDY IN LITERATURE OR COMPOSITION.** (3) Offered on sufficient demand. Specialized study of the literature of a particular author or field, or advanced study in composition. May be repeated with the consent of the department chairman. Extra fee, subject to change, may be charged for special costs of course. Prerequisite: Consent of the department chairman.

404/504. **VICTORIAN POETRY.** (3) Summer. Offered on sufficient demand. Tennyson, Browning, and lesser poets of the Victorian period.

408/508. **AMERICAN SHORT STORY.** (3) Spring of even years. Alternates with 411/511. Careful reading and explanation of a favorite genre.

409/509. **BRITISH SHORT FICTION.** (3) Fall. Offered on sufficient demand. Short stories and/or novellas of British authors.

411/511. **AMERICAN NOVEL.** (3) Spring of odd years. Alternates with 408/508. Development of the American novel from its early instances to the present. Varies from year to year and may be repeated with the consent of the department chairman.

415/515. **MYTHOLOGY, FOLK TALES, AND ETHNIC LITERATURE.** (3) Summer. Offered on sufficient demand. Designed primarily for teachers in secondary schools. Includes units on folklore, mythology, and minority literature.

418/518. **BRITISH NOVEL.** (3) Fall. Offered on sufficient demand. Development of the British novel from its early instances to the present time. Varies from year to year and may be repeated with the consent of the department chairman.

420/520. **LITERATURE FOR ADOLESCENTS.** (3) Fall. Individual titles and characteristics of young adult literature. Includes an overview of the history of young adult literature, an analysis of individual titles, an extensive annotated bibliography, and methods for developing materials for use in grades 6-12.

422/522. **NATURE AND HISTORY OF LANGUAGE.** (3) Spring. Principles of linguistic analysis, history of language study, development of English, functions and varieties of language in society, establishment of standards.

425. **LITERARY CRITICISM.** (3) Fall. Offered on sufficient demand. Major critics and theory from Plato to post-structuralism, with emphasis on 20th-century developments.

450. **INDEPENDENT STUDY.** (1-3) Offered on demand. A project for senior students majoring in English. Prerequisite: Consent of the instructor and the department chairman.

451. **SENIOR PROJECT.** (1) Fall, Spring. Oral presentation, in symposium format, of a paper prepared previously or concurrently for an upper-level English course of the student's choice.

DEPARTMENT OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

CHAIR: Terry Edwards, Ph.D.

PROFESSORS:

Ava M. Conley, M.A.

ASSOCIATE PROFESSORS:

Terry Edwards, Ph.D.

ASSISTANT PROFESSORS:

Fleming Bell, M.A.

Noble T. Goss, Ph.D.

Robert McCready, Dr. de l'Université

Robbie Shackelford, M.Ed.

Associate Dean of Administrative Affairs at
HUF

The mission of the Department of Foreign Languages and International Studies is to prepare students for life and work in the modern world where communication with people of other cultures and languages is becoming increasingly important.

Students may pursue foreign language study for cultural enrichment, research, personal pleasure, foreign travel, and careers where a foreign language is of value. Such careers include foreign missions, translation, government service, and international business and industry. Knowledge of a foreign language is considered an asset in many professions and careers in the United States, and employers who are considering applicants of otherwise similar qualifications often choose the one who can communicate in a foreign language.

The department provides the following opportunities for foreign language study abroad:

1. The Harding University in Florence program (HUF) in cooperation with International Programs offers a semester of Italian in Florence, Italy.
2. The French Work/Study Tour is a summer program combining seven weeks of evangelistic campaigns with French language and culture study in the French-speaking countries of Europe.
3. The Latin American Work/Study Tour is a summer program combining six to eight weeks of evangelistic campaigns with language and culture study in Venezuela or another Latin American country.
4. The Independent Study Abroad program pro-

vides a semester of study in a foreign university. Often this study is combined with residence in a home where the target language is spoken.

Placement of students with foreign language background varies according to the level of language proficiency. Normally, students with two years or more of high school study are encouraged to enroll in the intermediate level. Students with exceptional foreign language skills may be approved by the department chairman for enrollment in advanced courses.

Validation credit for previous language study may be obtained upon written request as follows: Students with two or more years of high school foreign language study, upon completion of the intermediate university course of the same language with a grade of A or B in both semesters first time enrolled, may receive 8 hours of credit for the elementary course.

French or Spanish as a Second Teaching Field: Students seeking licensure to teach French or Spanish must complete 24 hours of the language, including the following: 6 hours in functional language skills; 6 hours in culture, civilization, and literature (at least 3 being in culture and civilization); 12 hours of electives. At least 9 of the 24 hours must be upper-level. SEED 419 must also be taken.

BACHELOR OF ARTS DEGREE FRENCH MAJOR (FREN)

REQUIREMENTS	HOURS
General Education (p. 48):	48
Six hours of global literacy are counted below in hours required for the major.	
Major:	30
Thirty hours in French, including 18 upper-level hours. Students planning to do graduate work in French are encouraged to take additional hours of upper-level courses in the language.	
Minor:	18
Electives:	24
Remaining Bible:	8
TOTAL HOURS	128
Minor in French: 18 hours, including 6 upper-level hours.	

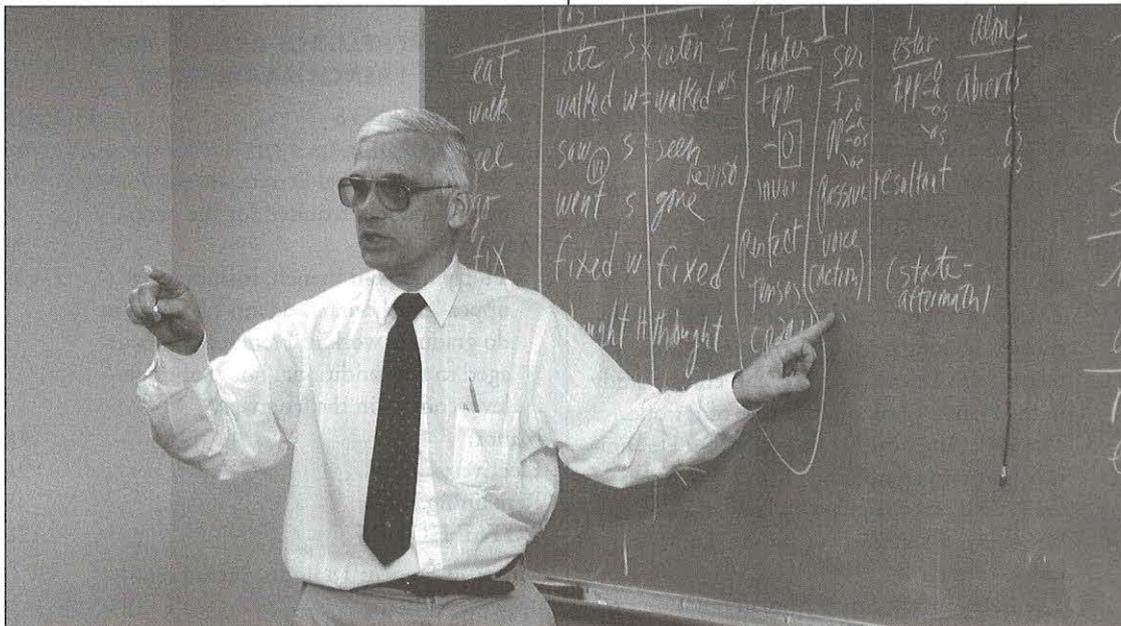
**BACHELOR OF ARTS DEGREE
SPANISH MAJOR (SPAN)**

REQUIREMENTS	HOURS
General Education (p. 48):	48
Six hours of global literacy are counted below in hours required for the major.	
Major:	30
Thirty hours in Spanish, including 18 upper-level hours. Students planning to do graduate work in Spanish are encouraged to take additional hours of upper-level courses in the language.	
Minor:	18
Electives:	24
Remaining Bible:	8
TOTAL HOURS	128
Minor in Spanish: 18 hours, including 6 upper-level hours.	

**BACHELOR OF ARTS DEGREE
INTERNATIONAL STUDIES MAJOR (INTS)**

REQUIREMENTS	HOURS
General Education (p. 48):	51
You must take POLS 202 and ECON 201. The global literacy requirement is met by the foreign language required for the major.	

Major:	41
Core Courses:	
A foreign language (20 hours), including 6 upper-level hours.	
Cross cultural communication (3 hours). One course from ANTH 250, 320, BMIS 386, COMO 261.	
World geography (3 hours). One course from GEOG 302, 303.	
World politics/economics (3 hours). One course from POLS 300, 351, 410, ECON 420, IB 432, 433, 434.	
Culture/civilization (3 hours). One course from HIST 309, 311, 415, 425, FR 305, 325, SPAN 315, 325.	
Global issues (3 hours). SOCS 301.	
Study abroad (3 hours). INST 310.	
Individual senior project (3 hours). INST 450.	
Career Concentration:	21
Electives:	7
Remaining Bible:	8
TOTAL HOURS	128



FRENCH (FR)

100. FRENCH FOR TRAVELERS. (2) Spring. Offered on sufficient demand. Elements of French for students with no background in the language, with emphasis given to oral communication in everyday situations.

101. ELEMENTARY FRENCH I. (4) Fall. Designed for students with little or no background in French. Oral and written communication, grammar, and culture. Five class periods per week.

102. ELEMENTARY FRENCH II. (4) Spring. A continuation of 101. Prerequisite: 101 or equivalent.

103. ACCELERATED ELEMENTARY FRENCH I. (3) Fall. Offered on sufficient demand. Designed for students with at least one year of high school French or its equivalent who have insufficient background to enroll in French 201. Oral and written communication, grammar and culture. Three class periods per week.

104. ACCELERATED ELEMENTARY FRENCH II. (3) Spring. Offered on sufficient demand. A continuation of 103. Prerequisite: 103 or consent of department chair.

201. INTERMEDIATE FRENCH I. (3) Fall. A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Prerequisite: 102 or two years of high school French.

202. INTERMEDIATE FRENCH II. (3) Spring. A continuation of 201. Prerequisite: 201 or equivalent.

251. FRENCH CONVERSATION. (1) Fall, Spring. Offered on sufficient demand. Guided conversational experience in small groups on topics of common interest to students of French. May be repeated for credit. A total of 4 hours may be earned in FR 251 and 252. Prerequisite: 102 or equivalent.

252. FRENCH FOR RELIGIOUS COMMUNICATION. (1) Spring. Offered on sufficient demand. A study of selected religious texts with practical use of religious vocabulary for worship and evangelism. May be repeated for credit. A total of 4 hours may be earned in FR 251 and 252. Prerequisite: 102 or equivalent.

271. SELECTED READINGS IN CULTURE AND LITERATURE. (3) Offered on sufficient demand. A study of selected works relating to a cultural theme, a literary genre, or the literary works of selected authors. May be repeated with the consent of the chairman provided the content is different.

301, 302. INTRODUCTION TO FRENCH LITERATURE. (3, 3) Fall of even years; Spring of odd years. Alternates with 303-304. Major authors and their works from the Middle Ages to the present. Prerequisite: 202 or equivalent.

303/503. ADVANCED COMPOSITION AND GRAMMAR. (3) Fall of odd years. Alternates with 301. Grammatical analysis, translation to French, and free com-

position to develop fluency and correctness in written French. Prerequisite: 202 or equivalent.

304/504. ADVANCED FRENCH. (3) Spring of even years. Alternates with 302. A practical application of French with advanced conversation, literary. Analysis and phonetic review. Prerequisite: 202 or equivalent.

305/605. CONTEMPORARY FRENCH CIVILIZATION. (3) Spring of odd years. Alternates with 434. A study of the *morés*, customs, government, and important personalities of present-day France. Prerequisite: 202 or equivalent.

325/625. REGIONAL LANGUAGE AND CULTURE. (3) Offered occasionally in the summer, upon sufficient demand, in a French-speaking country. Linguistic variations of the chosen region. An in-depth cultural study of the given country or of the given region within France with special attention to the contemporary period. May be repeated for credit in a different country or region. Prerequisite: 202 or equivalent.

432/532. FRENCH CLASSICISM. (3) Offered on sufficient demand. A study of Corneille, Racine, Molière, Pascal, La Fontaine, and others. Prerequisite: Any 300 course or equivalent.

434/534. LITERATURE OF THE 19TH CENTURY. (3) Spring of even years. Alternates with 305/605. Representative writers and important literary movements of the 19th century. Prerequisite: Any 300 course or equivalent.

435/535. LITERATURE OF THE 20TH CENTURY. (3) Fall of even years. Outstanding writers of the 20th century and current literary trends in France. Prerequisite: Any 300 course or equivalent.

450/650. INDEPENDENT STUDY. (1-3) Offered on demand. Individual study for qualified seniors and graduate students majoring in French. Prerequisite: Consent of the instructor and department chairman.

GERMAN (GER)

101. ELEMENTARY GERMAN I. (4) Fall. Designed for students with little or no background in German. Oral and written communication, grammar, and culture. Five class periods per week.

102. ELEMENTARY GERMAN II. (4) Spring. A continuation of 101. Prerequisite: 101 or equivalent.

201. INTERMEDIATE GERMAN I. (3) Fall. Offered on sufficient demand. A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Prerequisite: 102 or two years of high school German.

202. INTERMEDIATE GERMAN II. (3) Spring. Offered on sufficient demand. A continuation of 201. Prerequisite: 201 or equivalent.

ITALIAN (ITAL)

100. ITALIAN FOR TRAVELERS. (2) Fall, Spring. Offered on sufficient demand. Elements of Italian for students with no background in the language; emphasis is given to oral communication in everyday situations.

101. ELEMENTARY ITALIAN I. (4) Fall. Designed for students with little or no background in Italian. Oral and written communication, grammar, and culture. Five class periods per week. Also offered in HUF curriculum.

102. ELEMENTARY ITALIAN II. (4) Spring. A continuation of 101. Prerequisite: 101 or equivalent.

201. INTERMEDIATE ITALIAN I. (3) Offered only upon demand in the HUF curriculum. A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Prerequisite: 102 or two years of high school Italian.

202. INTERMEDIATE ITALIAN II. (3) A continuation of 201. Prerequisite: 201 or equivalent.

LATIN (LAT)

101. ELEMENTARY LATIN I. (4) Fall of even years. Offered in alternate years. The rudiments of classical Latin, with concentration on grammar, vocabulary and syntax. Short selections from ancient authors lead to basic reading ability.

102. ELEMENTARY LATIN II. (4) Spring of odd years. Offered in alternate years in sequence with 101. A continuation of the rudiments of classical Latin, with concentration on grammar, vocabulary and syntax. Prerequisite: 101 or equivalent.

MODERN GREEK (MGRK)

100. MODERN GREEK. (3) Offered only in the HUG Program. An introduction to modern Greek language and culture. Emphasis is given to basic grammatical structures and to oral communication in everyday situations.

PORTUGUESE (PORT)

100. PORTUGUESE FOR TRAVELERS. (2) Spring. Offered on sufficient demand. Elements of Portuguese for students with no background in the language, with emphasis given to oral communication in everyday situations.

RUSSIAN (RUSS)

101. ELEMENTARY RUSSIAN I. (4) Fall. Offered on sufficient demand and availability of staff. A beginning course designed for students with little or no background in Russian. Emphasis is given to oral and written communication, grammar, and culture. Five class periods per week.

102. ELEMENTARY RUSSIAN II. (4) Spring. A contin-

uation of 101. Prerequisite: 101 or equivalent.

201. INTERMEDIATE RUSSIAN I. (3) Fall. Offered on sufficient demand. A review of grammar with continued emphasis on written and oral communication. Readings in literature and culture. Prerequisite: 102 or equivalent.

202. INTERMEDIATE RUSSIAN II. (3) Offered on sufficient demand. A continuation of 201. Prerequisite: 201 or equivalent.

251. RUSSIAN CONVERSATION. (1) Spring, Summer. Offered on sufficient demand. Guided conversational experience in small groups on topics of common interest to students of Russian. May be repeated for credit. A total of 4 hours may be earned in Russian 251 and 252. Prerequisite: 202 or equivalent.

252. RUSSIAN FOR RELIGIOUS COMMUNICATION. (1) Spring. Offered on sufficient demand. A study of selected religious texts with practical use of religious vocabulary for worship and evangelism. May be repeated for credit. A total of 4 hours may be earned in Russian 251 and 252. Prerequisite: 102 or equivalent.

325. REGIONAL LANGUAGE AND CULTURE. (3) Offered occasionally in the summer, upon sufficient demand, in Russia. Linguistic variations of a chosen region of Russia. An in-depth cultural study of the given region with special attention to the contemporary period. May be repeated for credit in a different region. Prerequisite: 202 or equivalent.

SPANISH (SPAN)

100. SPANISH FOR TRAVELERS. (2) Spring. Offered on sufficient demand. Elements of Spanish for students with no background in the language. Emphasis is given to oral communication in everyday situations.

101. ELEMENTARY SPANISH I. (4) Fall. Designed for students with no background in Spanish. Oral and written communication, grammar, and culture. Five class periods per week.

102. ELEMENTARY SPANISH II. (4) Spring. A continuation of 101. Prerequisite: 101 or equivalent.

103. ACCELERATED ELEMENTARY SPANISH I. (3) Fall. Designed for students with at least one year of high school Spanish or its equivalent who have insufficient background to enroll in Spanish 201. Oral and written communication, grammar and culture. Three class periods per week.

104. ACCELERATED ELEMENTARY SPANISH II. (3) Spring. A continuation of 103. Prerequisite: 103 or consent of department chair.

201. INTERMEDIATE SPANISH I. (3) Fall. A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Prerequisite: 102 or two years of high school Spanish.

202. INTERMEDIATE SPANISH II. (3) Spring. A continuation of 201. Prerequisite: 201 or equivalent.

251. SPANISH CONVERSATION. (1) Offered on sufficient demand. Guided conversational experience in small groups on topics of common interest to students of Spanish. May be repeated for credit. A total of 4 hours may be earned in SPAN 251 and 252. Prerequisite: 102 or equivalent.

252. SPANISH FOR RELIGIOUS COMMUNICATION. (1) Spring. A study of selected religious texts with practical use of religious vocabulary for worship and evangelism. May be repeated for credit. A total of 4 hours may be earned in SPAN 251 and 252. Prerequisite: 102 or equivalent.

271. SELECTED READINGS IN CULTURE AND LITERATURE. (3) Offered on sufficient demand. A study of selected works relating to a cultural theme, a literary genre, or the literary works of selected authors. May be repeated with the consent of the chairman provided the content is different.

301, 302. INTRODUCTION TO SPANISH LITERATURE. (3, 3) Fall of even years; Spring of odd years. Alternates with 303-304. A survey of major authors and their works. Prerequisite: 202 or equivalent.

303/503. ADVANCED COMPOSITION AND GRAMMAR REVIEW. (3) Fall of odd years. Alternates with 301. Grammatical analysis, translation to Spanish, and free composition to develop fluency and correctness in written Spanish. Prerequisite: 202 or equivalent.

304/504. ADVANCED SPANISH. (3) Spring of even years. Alternates with 302. A practical application of Spanish with advanced conversation, literary analysis, phonetic review, and an overview of Peninsular Spanish culture. Prerequisite: 202 or equivalent.

311/511. SURVEY OF LATIN AMERICAN LITERATURE. (3) Fall of odd years. Alternates with 315. Major Latin American authors and their works. Prerequisite: 202 or equivalent.

315/515. LATIN AMERICAN CIVILIZATION. (3) Fall of even years. Alternates with 311/511. A cultural survey of the Latin American nations with emphasis on the contemporary period. Taught in Spanish unless there is sufficient demand for classroom sessions to be in English. Prerequisite: 202 or equivalent unless there is sufficient demand otherwise.

325/625. REGIONAL LANGUAGE AND CULTURE. (3) Offered in the summer, upon sufficient demand, in a Spanish-speaking country. Linguistic variations of the chosen region. An in-depth cultural study of the given country with special attention to the contemporary period. May be repeated for credit in a different region. Prerequisite: 202 or equivalent.

435/535. LITERATURE OF THE 20TH CENTURY. (3) Spring of even years. Alternates with 436/536. The essay and the novel with historical emphasis on the Generation of 1895 and critical emphasis on the prose of the 20th century. Prerequisite: Any 300 course or equivalent.

436/536. 19TH AND 20TH CENTURY SPANISH DRAMA AND POETRY. (3) Spring of odd years. Alternates with 435/535. Representative writers of the period. Prerequisite: Any 300 course or equivalent.

450/650. INDEPENDENT STUDY. (1-3) Offered on demand. Individual study for qualified seniors and graduate students majoring in Spanish. Prerequisite: Consent of the instructor and the department chairman.

INTERNATIONAL STUDIES (INST)

310/510. INDEPENDENT STUDY ABROAD. (3-12) Guided study in an approved foreign institution of higher learning. Before a student enrolls for the course, the chairman must approve the institution, living arrangements, the program of study, the specific courses for which credit at Harding will be granted, and the number of credit hours to be received. Upon completion of the program, the foreign institution must provide an evaluation of the student's performance. Prerequisite: Open only to students with sophomore to graduate standing who have completed the intermediate level of language study in the language of the host country or give proof of equal proficiency.

367. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

450. INDEPENDENT SENIOR PROJECT. (3) Guided readings or individual research for seniors majoring in International Studies. Prerequisite: Senior standing and approval of the proposed project by the department chairman.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

CHAIR: Thomas M. Howard, Ed.D.

DISTINGUISHED PROFESSOR:

Thomas M. Howard, Ed.D.

PROFESSORS:

Clifton L. Ganus, Jr., Ph.D.

Chancellor of the University

Paul D. Haynie, Ph.D.

Fred R. Jewell, Ed.D.

Thomas R. Statom, Ph.D.

ASSOCIATE PROFESSORS:

Mark Elrod, Ph.D.

Kevin Klein, Ph.D.

Andy Olree, J.D.

ASSISTANT PROFESSORS:

Janet Fortner, M.A.

Julie E. Harris, Ph.D.

The mission of the Department of History and Social Science is to:

1. Teach students the concepts concerning the social forces and institutions which affect civilization;
2. Teach the fundamental principles underlying enlightened citizenship and a global perspective;
3. Prepare teachers for elementary and secondary schools;
4. Help students acquire a foundation for graduate study in history, political science, and social science;
5. Provide the preprofessional background and skills for the fields of law, government service, and other professions.

BACHELOR OF ARTS DEGREE HISTORY MAJOR (HIST)

REQUIREMENTS	HOURS
General Education (p. 48):	42
Six hours of history are counted below in the hours required for the major.	
The global literacy requirement, also counted in the major, is met by the foreign language requirement.	
Major:	39
HIST 101, 102, 110, 111, 461; SOCS 260; 21 additional upper-level hours in history.	
Modern Foreign Language:	8
Minor:	18
Electives:	13-15
Remaining Bible:	6-8
HIST 340 satisfies the Bible requirement in the semester it is taken.	
TOTAL HOURS	128
Minor in History: 18 hours in history, including 6 upper-level hours.	

BACHELOR OF ARTS DEGREE POLITICAL SCIENCE MAJOR (PSC)

REQUIREMENTS	HOURS
General Education (p. 48):	45
POLS 205 is counted below in the hours required for the major. POLS 202 and SOCS 301, also counted in the major, satisfy global literacy.	
Major:	36
POLS 202, 205, 353, 460, 461, 18 additional hours in political science; SOCS 301.	
Modern Foreign Language:	8
Minor:	18
Electives:	13
Remaining Bible:	8
TOTAL HOURS	128
Minor in Political Science: 18 hours in political science, including 6 upper-level hours.	

**BACHELOR OF ARTS DEGREE
SOCIAL SCIENCE MAJOR (SSCT)
(Teacher Licensure 2002)**

REQUIREMENTS	HOURS
General Education (p. 48):	36
EDFD 203, required in place of PSY 201, is counted below in hours required for licensure. POLS 205 and 6 hours of history are counted below in the hours required for the major. POLS 202 and 3 of the geography hours counted in the major satisfy global literacy.	
Major:	57
ECON 201; GEOG 302 and 303; HIST 101, 102, 110, 111, 309 or 311, 336; POLS 202, 205, 353; SOCS 260, 461; SOC 203; 12 additional hours, including 3 hours of American history, 3 hours of non-American history, and 6 additional hours from the other social sciences.	
Teacher Licensure:	32
EDFD 202, 203, 311; SEED 310, 417, 429, 451, 480; SPED 418; H ED 203. Consult the College of Education catalog section for additional teacher licensure information.	
Remaining Bible:	6
Bible is not required during the supervised teaching semester.	
TOTAL HOURS	131
Social Science as a Second Teaching Field: Students desiring teacher licensure to teach in a major field who add social science as a second field must complete 12 hours of American history, including HIST 336; 3 hours from HIST 110, 111 or upper-level European history; HIST 309 or 311; POLS 205 and 353; 3 hours of economics; 6 hours of geography, and SOC 203. Six hours in a specific field of social science are required for teacher licensure in that field. Total hours required: 36.	

**BACHELOR OF ARTS DEGREE
SOCIAL SCIENCE MAJOR (SOCS)
(Non-Teacher Licensure)**

REQUIREMENTS	HOURS
General Education (p. 48):	39
POLS 205 and 6 hours of history are counted below in hours required for the major. POLS 202 and 3 geography hours, also counted below in the major, satisfy global literacy.	
Major:	57
ECON 201; GEOG 302 or 303; HIST 101, 102, 110, 111, 309 or 311; POLS 202, 205, 353; SOCS 260, 461; SOC 203; 18 additional hours, including 9 hours of history (3 of which must be American) and 9 hours from the other social sciences.	
Electives:	24
Remaining Bible:	8
TOTAL HOURS	128
Minor in Social Science: 18 hours in history, political science, geography, economics, and social science, including 6 upper-level hours.	

**BACHELOR OF SCIENCE DEGREE
AMERICAN STUDIES MAJOR (AS)**

REQUIREMENTS	HOURS
General Education (p. 48):	39
POLS 205, 6 hours of global literacy, and 6 hours of history are counted below in the hours required for the major.	
Major:	63
ECON 201, 202; GEOG 302; HIST 101, 102; HIST 110 or 111; POLS 202, 205, and 353; SOCS 260, 461; SOC 203; 27 additional hours, including 6 hours from ENG 271, 272, 281, 291, 360, 408, 411; 6 hours from POLS 354, 425, 435; 3 hours from SOC 355, 405, 410, 430; and 6 hours of upper-level American history.	
Modern Foreign Language:	8
Electives:	10

Remaining Bible: 8
TOTAL HOURS 128

Minor in American Studies: 30 hours in American Studies, including HIST 101, 102; POLS 202, 205; SOC 203; 6 upper-level hours of American history, and 9 additional hours selected from three of the five fields listed under the American Studies major.

BACHELOR OF SCIENCE DEGREE

PUBLIC ADMINISTRATION MAJOR (PUBA)

REQUIREMENTS HOURS

General Education (p. 48): 51

POLS 205 is counted below in the hours required for the major.

Major: 66

ACCT 205, 206; BUS 315, 316 or 317 or 343; ECON 201; MGT 332, 368; POLS 205, 304, 353, 435, 436, 460, 461; COMO 260 or 262 or 263; 21 hours of electives, approved by the department chair, are to be selected from the College of Arts and Humanities, the College of Business Administration, and the College of Sciences with no more than 9 hours from the College of Business Administration.

Electives: 3

Remaining Bible: 8

TOTAL HOURS 128

**BACHELOR OF SCIENCE DEGREE
 CRIMINAL JUSTICE MAJOR (CJLW)**

The Bachelor of Science degree with a major in Criminal Justice is an interdepartmental program available through the cooperation of the Behavioral Sciences and the History and Social Science departments. The CJLW major offered through the Department of History and Social Science is primarily designed as prelaw preparation.

REQUIREMENTS* HOURS

General Education (p 48): 54
 Must include POLS 205.

Major 54

CJ 261, 280, 343, 425; POLS 260,

264, 460, 461; 15 additional hours elected from BUS 315, 316; CJ 350, 470; PSY 407; MGT 368; POLS 304, 353, 354, 435, 436; SW 410; 15 hours of additional electives in the College of Arts and Humanities and the College of Sciences, including 9 upper-level hours. Among those highly recommended are COMO 210, 263; COMM 412; ENG 281; POLS 351, 451.

Free Electives 12

Remaining Bible 8

Total Hours 128

*This degree requires a felony background check.

GEOGRAPHY (GEOG)

212. GEOGRAPHY. (3) Offered on demand. Physical geography including climates, soil, river systems, and mountain ranges. The aspects of geography affecting racial division and human population.

302/502. REGIONAL GEOGRAPHY: EUROPE AND THE AMERICAS. (3) Fall. Survey of the physical characteristics, cultural traits, and economic development of each region.

303/503. REGIONAL GEOGRAPHY: AFRICA AND ASIA. (3) Spring. Survey of the physical characteristics, cultural traits, and economic development of each region.

367/567. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

HISTORY (HIST)

101. AMERICAN HISTORY TO 1877. (3) Fall, Spring, Summer. Survey of American history from discovery through Reconstruction.

102. AMERICAN HISTORY SINCE 1877. (3) Fall, Spring, Summer. Survey of American history from Reconstruction to the present.

110. WESTERN CIVILIZATION TO 1500. (3) Fall, Spring, Summer. Survey of Western civilization from prehistory to the Renaissance.

111. WESTERN CIVILIZATION SINCE 1500. (3) Fall, Spring, Summer. Survey of Western civilization from the Renaissance to the present.

309/509. AFRICAN HISTORY SINCE 1500. (3) Fall. Sub-Saharan Africa, including the influence of ethnicity, colonialism, and modernization.

311/511. HISTORY OF THE PACIFIC RIM. (3) Offered on demand. The history of the major nation-states of the

- Pacific Rim, especially China and Japan. An overview of indigenous origins, imperial expansion, cultural innovations, and problems of modernization.
- 336/536. **ARKANSAS HISTORY.** (3) Spring. A survey of the history of Arkansas from the era of European exploration to the present. Required of all teachers certifying in social sciences.
340. **CHURCH HISTORY.** (3) Fall. The history of the church from the close of the apostolic age to the Reformation.
- 360/560. **HISTORY OF THE AMERICAN PRESIDENCY.** (3) Summer. The development of the American Presidency from the Constitution and Washington to the present, examining the origins of the two-party system, significant elections and growth of presidential power. Special attention will be given to the Presidents who shaped the Office of the President, and to their life histories, personalities, policies, and place in history.
- 366/566. **HISTORY OF THE AMERICAN WEST.** (3) Offered on demand. Stages of settlement and development of the West from the Appalachians to the Pacific and its impact on the environment, national institutions and American character. Field trip to the West. Fee: \$65.
- 367/567. **COOPERATIVE EDUCATION IN HISTORY.** (1-6) Offered on demand. See Cooperative Education catalog section.
- 370/570. **COLONIAL AMERICA.** (3) Spring of odd years. The history of America from its discovery to 1783.
- 375/575. **ANCIENT CIVILIZATIONS.** (3) Fall of odd years. History and cultures of either Egypt and Mesopotamia, or Greece and Rome. These two historical emphases are offered on an alternate basis.
- 380/580. **EARLY NATIONAL AMERICA, 1783-1850.** (3) Fall of odd years. History of the United States from Independence to 1850.
- 385/585. **MEDIEVAL EUROPE.** (3) Fall of even years. The religious, political, social, economic, and cultural developments between the fall of Rome and the end of the Hundred Years War, including feudalism, early nationalism, and the Crusades.
- 390/590. **ERA OF THE CIVIL WAR, 1850-1877.** (3) Spring. Events leading to the Civil War in America; the war in its social, economic, and political contexts; military strategy; Reconstruction. Field trip to battle fields. Fee: \$65.
- 395/595. **RENAISSANCE AND REFORMATION, 1400-1648.** (3) Fall of odd years. The political, social, economic, and cultural transitions from medieval to early modern European civilization.
- 400/500. **EMERGENCE OF MODERN UNITED STATES, 1877-1920.** (3) Fall of even years. History of the United States from Reconstruction through World War I.
- 402/502. **HISTORY OF AMERICAN DIPLOMACY AND WAR.** (3) Spring of odd years. Diplomacy and warfare of the United States from the American Revolution to the present.
- 405/505. **ABSOLUTISM, CONSTITUTIONALISM, AND REVOLUTION: EUROPE, 1648-1815.** (3) Fall of even years. Europe from the end of the Age of Religious Wars to the end of the Napoleonic Wars.
- 410/510. **RECENT UNITED STATES HISTORY, 1920 TO THE PRESENT.** (3) Fall of even years. Economic, political, and social history since 1920.
- 414/514. **HISTORY OF THE SOUTH.** (3) Fall of odd years. Social, political, and economic development of both the Old and the New South, with special attention given to the forces that made the South unique.
- 415/515. **EMERGENCE OF MODERN EUROPE, 1815-1920.** (3) Spring of even years. The revolutionary impact of industrialization and the emergence of a new balance of power.
- 425/525. **RECENT EUROPEAN HISTORY, 1920 TO THE PRESENT.** (3) Spring of odd years. The triumph of fascist and communist regimes; World War II, the Cold War, and the collapse of communism.
- 430/680. **SPECIAL TOPICS IN U.S. HISTORY.** (3) Offered on demand. A different topic of interest in American history is taught each time the course is offered, such as "The American Indian," "Utopian Communities," "Sports in History."
- 435/690. **SPECIAL TOPICS IN EUROPEAN HISTORY.** (3) Offered on demand. A different topic in European history is taught each time the course is offered, such as "World War II," "Revolutions," "Cities of Europe."
- 461/561. **SENIOR SEMINAR IN HISTORY.** (3) Fall, Spring. An intensive research and writing capstone seminar designed to prepare students for graduate study in history. Includes historiography, historical research and critical analysis. Prerequisite: SOCS 260 and senior or graduate standing with a major in history.

POLITICAL SCIENCE (POLS)

202. **INTERNATIONAL RELATIONS.** (3) Fall, Spring, Summer. The interaction of nation-states; international concepts, including culture, nationalism, conflict, organizations, law, nuclear arms, economics, and underdevelopment, with focus on why nation-states act as they do.
205. **AMERICAN NATIONAL GOVERNMENT.** (3) Fall, Spring, Summer. The constitution, major institutions, civil rights, and the formal and informal aspects of political decision-making in the United States.
260. **THE JUDICIAL PROCESS.** (3) Fall. The judicial branches of national, state and local levels of government in terms of organization, officers, jurisdictions and decision-making; informal mechanisms of the court system, such as plea bargaining and civil settlements; basic legal research and citation style.
264. **CRIMINAL LAW.** (3) Spring. Substantive criminal law relating doctrines of criminal liability to moral and social

problems of crime; justifications for criminal law and punishment; distinctions between civil and criminal law; common law definitions of crimes against person and property; conditions which may excuse one from criminal responsibility or mitigate punishment.

300/500. POLITICAL SYSTEMS OF DEVELOPED NATION-STATES. (3) Fall of odd years. An analysis of the political processes and institutions of the political systems of major developed nation-states, utilizing contemporary methods in the field of comparative politics.

304/504. PUBLIC ADMINISTRATION. (3) Fall. Political influences and management principles of the public bureaucracy.

351/551. INTERNATIONAL LAW AND DIPLOMACY. (3) Spring of odd years. An analysis of major cases in international law which have helped to shape the present international system, and their relationship to diplomacy between nation-states. Prerequisite: POLS 202.

353/553. ARKANSAS AND STATE AND LOCAL GOVERNMENT. (3) Spring. The study of the Arkansas political system and the political systems of other state and local governments in the United States. Required of all teachers certifying in the social sciences.

354/554. AMERICAN POLITICAL INSTITUTIONS. (3) Spring of even years. Analysis of the Constitution and of the decision-making processes in major federal government institutions, including the Congress, presidency, courts, and bureaucracy. Prerequisite: POLS 205.

367/567. COOPERATIVE EDUCATION IN POLITICAL SCIENCE. (1-6) Offered on demand. See Cooperative Education catalog section.

410/510. POLITICS AMONG DEVELOPING NATION-STATES. (3) Spring of even years. Political processes and economic development of the underdeveloped nation-states of Africa, Asia, Latin and South America.

425/525. AMERICAN POLITICAL THOUGHT. (3) Spring of odd years. Origins and development of American political ideas and institutions from pre-colonial times to the present. Prerequisite: POLS 205.

435/535. CONSTITUTIONAL LAW. (3) Spring. The role of the Supreme Court in the American political system. Principles of Constitutional interpretation. Landmark cases in our legal heritage. Contemporary Bill of Rights issues. Prerequisite: POLS 205.

436/536. ADMINISTRATIVE LAW. (3) Fall. The nature, formulation, implementation, and adjudication of administrative law with attention to the powers and limitations of regulatory agencies. Prerequisite: POLS 205.

450/650. PROBLEMS IN POLITICAL SCIENCE. (1-3) Offered on demand. Open to outstanding political science majors who wish to concentrate, through research and special supervised reading, upon a particular problem, with a

special emphasis on an introduction to graduate work in the field of political science. Prerequisite: consent of the department chairman.

451. SUPERVISED INTERNSHIP/LEGAL PRACTICUM. (3) Fall, Spring. Supervised internship and field experiences with local, state and federal government agencies. For pre-law students, a legal practicum with legal professionals in the judicial system is offered. Prerequisite: Senior standing or consent of the department chairman.

460. STATISTICS AND QUANTITATIVE TECHNIQUES. (3) Fall. Basic research tools with special emphases on statistics used in data analysis and hypothesis testing.

461. POLICY ANALYSIS AND ADVANCED RESEARCH. (3) Spring. Advanced research utilizing analytical statistical tools. A primary research project is required. Writing skills and research ethics are emphasized in this capstone course for criminal justice, political science and public administration majors. Prerequisite: POLS 460.

SOCIAL SCIENCE (SOCS)

250. OUR WESTERN CULTURE. (3-6) Offered on demand. An integrated course in the art, music and history of Europe.

260. RESEARCH AND WRITING. (3) Fall, Spring. A supervised, practical introduction to research and writing in the social sciences. Requires the completion of projects which emphasize research techniques and effective communication. This course is a prerequisite for SOCS 461 and HIST 461.

301/501. GLOBAL ISSUES. (3) Fall. Basic social, economic, and political issues of major concern in the international community. Prerequisite: POLS 202.

350/550. FIELD WORK IN UNDERDEVELOPED COUNTRIES. (3) Summer. Faculty-supervised study and research in-residence in a selected underdeveloped country. Students will assist local missionaries in evangelism and humanitarian efforts while studying first-hand the political culture and institutions of the selected country. Emphasis will be placed on comparative political analysis as well as an analysis of the effects of missionary efforts on the culture and values of indigenous peoples. Includes one week of intensive training in the United States and three weeks of field work in the selected country. An activity fee and travel expenses in addition to tuition.

367/567. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

461/561. SENIOR SEMINAR IN THE SOCIAL SCIENCES. (3) Fall, Spring. An intensive analytical reading and research capstone seminar designed to prepare students for graduate study in the social sciences. Required of all American Studies and Social Science majors. Prerequisite: SOCS 260 and senior or graduate standing.

DEPARTMENT OF MUSIC

CHAIR: Arthur L. Shearin, D.M.A.

DISTINGUISHED PROFESSOR:

Jeffrey T. Hopper, Ph.D.

PROFESSORS:

J. Warren Casey, Ph.D.

Director of Jazz Band

Clifton L. Ganus III, D.M.A.

Director of Chorus and University Singers

Arthur L. Shearin, D.M.A.

Director of Concert Choir

ASSOCIATE PROFESSORS:

Neva White, M.M.

Patricia J. Cox, Ph.D.

ASSISTANT PROFESSORS:

Scott Carrell, D.M.A.

Michael Chance, M.M.

Director of Bands and Orchestra

Charles V. Hicks, M.S.E.

Director of Belles and Beaux and

Good News Singers

The mission of the Department of Music is to:

1. Prepare students to teach music in public and private schools (K-12 and college/university levels) and in private studios;
2. Train students for spiritual service in the church;
3. Train students for careers in musical performance;
4. Prepare students for graduate study in music;
5. Provide for the university community the enrichment afforded by musical experiences in a variety of cultures.

**BACHELOR OF ARTS DEGREE
MUSIC MAJOR (MUS)**

REQUIREMENTS	HOURS
General Education (p. 48):	52
MUS 101 is waived.	
Major:	49
Prerequisite: Music Skills Examination	
MUS 140 (4 hours), 171, 172, 271, 272, 311, 312, 313, 314, 330, 331 or 332, 371; PIA 111,112, 211, 212 or 4 hours of equivalent piano; 101/301 (principal applied area—6 hours); 2 additional upper-level hours in music; participation in major ensemble each semester; recital and concert attendance.	
You must take piano every semester for credit until you pass the Piano Proficiency Examination.	
Eight hours of ensemble credit may be applied toward this major.	
Minor:	18
Electives:	1
Remaining Bible:	8
BMIN 320 is required.	
TOTAL HOURS	128
Minor in Music: 18 hours, including: MUS 101, 171, 172; 2 hours of class or private piano; 6 approved upper-level hours; 2 semesters of major ensemble participation (credit optional).	

**BACHELOR OF MUSIC EDUCATION
DEGREE
INSTRUMENTAL MAJOR (MEI)
(Teacher Licensure 2002)**

REQUIREMENTS	HOURS
General Education (p. 48): You must take POLS 205. MUS 101 is waived. EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure.	49
Major: MUS 140 (4 hours), 171, 172, 215, 216, 217, 218, 271, 272, 311, 312, 313, 314, 330, 332, 371, 372, 403, 411, 471; PIA 111, 112, 211, 212 or 4 hours of equivalent piano; 101/301 (principal applied instrument—6 hours). Wind and percussion players must participate in band every semester; string players must participate in orchestra every semester; two semesters in a choral ensemble; recital and concert attendance. You must take piano every semester for credit until you pass the Piano Proficiency Examination.	57
Licensure: EDFD 202, 203, 311; SEED 310, 417, 426, 461, 480; SPED 418; H ED 203. Consult the College of Education catalog section for additional licensure information. An endorsement in vocal may be earned by completing 6 hours of voice/vocal pedagogy and two additional semesters in a choral ensemble.	32
Remaining Bible: Bible is not required during the supervised teaching semester. BMIN 320 is required.	6
TOTAL HOURS	144

**BACHELOR OF MUSIC EDUCATION
DEGREE
VOCAL MAJOR (MEVC)
(Teacher Licensure 2002)**

REQUIREMENTS	HOURS
General Education (p. 48): You must take POLS 205. MUS 101 is waived. EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure.	49
Major: MUS 140 (4 hours), 171, 172, 260, 271, 272, 311, 312, 313, 314, 330, 331, 371, 372, 403, 406, 471; PIA 111, 112, 113, 114 or 4 hours of equivalent piano; VOI 101/301 (6 hours); GUI 101 or 111. Participation in a choral ensemble every semester; recital and concert attendance. You must take piano every semester for credit until you pass the Piano Proficiency Examination.	57
Licensure: EDFD 202, 203, 311; SEED 310, 417, 426, 461, 480; SPED 418; H ED 203. Consult the College of Education catalog section for additional licensure information. An endorsement in instrumental may be earned by completing 6 hours of principal applied instrument, 4 hours of 215-218 and four semesters of a major instrumental ensemble.	32
Remaining Bible: Bible is not required during the supervised teaching semester. BMIN 320 is required.	6
TOTAL HOURS	144

100. PRIVATE MUSIC LESSONS. Noncredit. Fee: \$261.

101. MUSIC APPRECIATION. (2) Fall, Spring, Summer. The role of music in world cultures, with attention given to correlative developments in other arts. Does not count toward any music degree.

130-139. PARTICIPATION IN MUSIC ENSEMBLE. (1) Fall, Spring. Participation in music ensembles is open by audition to majors and non-majors. No more than four hours of credit by such participation will apply toward the minimum number of hours required for any degree. These courses are: 130 GOOD NEWS SINGERS, 131 CHORUS, 132 CONCERT CHOIR, 133 BAND, 134 BELLES AND BEAUX, 135 CHAMBER ENSEMBLE, 136 STRING QUARTET, 137 UNIVERSITY SINGERS, 138 ORCHESTRA, and 139 JAZZ BAND.

140. MUSIC FORUM. (1 per year) Fall, Spring. A weekly seminar and recital period designed for music majors, although non-majors may enroll. Focuses on musical issues not ordinarily considered in regular curricular offerings. Credit for year-long participation is ordinarily granted in the spring semester. Register for zero credit in the fall semester and for one credit in the spring semester.

171-172. THEORY AND EAR TRAINING I AND II. (4, 4) Fall, Spring. Fundamentals of part writing, organizational patterns, forms, music reading, and aural exercises utilizing traditional classroom instruction and computer laboratory applications. Meets five hours per week. Minimum grade of "C" required for advancement within the theory sequence.

215, 216, 217, 218. CLASS BRASS, STRINGS, PERCUSSION, WOODWINDS. (1, 1, 1, 1) Fall, Spring, Fall, Spring. Class instruction in the playing of band and orchestral instruments. Percussion and woodwinds will be taught in 2001-02; strings and brass will be taught in 2002-03. May be waived if proficiency is demonstrated. Fee: \$22.

260. DICTION FOR SINGERS. (2) Spring of odd years. The International Phonetic Alphabet and techniques of singing in Latin, Italian, German, and French.

261-262. ACCOMPANYING PRACTICUM. (1, 1) Fall, Spring. A directed experience designed primarily for students whose principal performance area is piano. Supervision is given for accompaniment of private lessons and ensembles.

271-272. THEORY AND EAR TRAINING III AND IV. (4, 4). Fall, Spring. Intermediate part writing, organizational patterns, forms, music reading, aural exercises, and improvisation, with continued emphasis on music technology. Meets five hours per week. Minimum grade of "C" required for advancement within the theory sequence.

273. COMPOSITION. (1) Private study in composition. Offered on demand for qualified students. Prerequisite: Consent of instructor. Fee: \$213.

311/511. MUSIC—ANTIQUITY THROUGH RENAISSANCE. (3) Fall. A historical survey of early music, with



emphases on literature, analysis, and the place of music in world cultures.

312/512. MUSIC—BAROQUE AND CLASSICAL. (3) Spring. Music history, literature, analysis, and culture of the Baroque and Classical eras.

313/513. MUSIC—ROMANTIC AND POST-ROMANTIC. (3) Fall. Manifestations of the Romantic spirit during the nineteenth century and into the period of the world wars.

314/514. MUSIC—THE MODERN ERA. (3) Spring. Music of the twentieth and twenty-first centuries, with emphasis on societal changes, technological advancements, and global cultures.

316. MUSIC METHOD FOR TEACHERS (P-8). (2) Fall, Spring, Summer. Methods and materials for general music instruction by teachers in grades P-8. Registration is limited to elementary education majors; music majors must take 403. Prerequisite: MUS 101 is recommended.

330. CONDUCTING. (1) Fall. Beginning conducting techniques for all types of music ensembles. Emphasis on fundamental beat patterns and non-verbal communication. Meets two hours per week. Subscription to *The Choral Journal* or *The Instrumentalist* is required. Prerequisite: 272.

331. CHORAL CONDUCTING. (2) Spring. Choral conducting techniques, rehearsal procedures, musical interpretation, repertory, program building, and voice classification. Emphasis on the problems of high school choruses. Prerequisite: 330.

332. INSTRUMENTAL CONDUCTING. (2) Spring. Advanced instrumental conducting techniques and rehearsal procedures for junior high and high school instrumental ensembles. Prerequisite: 330.

367. **COOPERATIVE EDUCATION.** (1-6) Offered on demand. See Cooperative Education catalog section.

371. **ADVANCED THEORY.** (2) Fall. Advanced studies in theory focusing on form, counterpoint, composition, orchestration, choral arranging and technology applications. Minimum grade of "C" required for advancement in the theory sequence. Prerequisite: 272.

372. **ORCHESTRATION.** (1) Spring. Scoring for small and large ensembles using software applications for score preparation and performance. Meets two hours per week. Minimum grade of "C" required for advancement in the theory sequence.

403. **METHODS FOR MUSIC TEACHERS (P-8).** (3) Fall. Curricula, methods, materials and technologies for music teachers of preschoolers and early adolescents; various teaching approaches, including Orff, Kodaly, Dalcroze, and eclectic; trends in P-8 music education. Student membership in MENC required.

404/504. **PIANO PEDAGOGY AND REPERTORY.** (3) Offered on sufficient demand. Study of teaching techniques and survey of standard literature for the piano.

405/505. **STRING PEDAGOGY AND REPERTORY.** (3) Offered on sufficient demand. Study of teaching techniques and survey of standard literature for strings.

406/506. **VOCAL PEDAGOGY.** (2) Fall of even years. Applied voice teaching techniques for individuals, small ensembles, and large ensembles.

411. **INSTRUMENTAL ADMINISTRATION.** (1) Fall of odd years. Senior seminar with emphasis on beginning methods, marching band techniques, show writing, student leadership, performance literature, scheduling music groups and organizing parent groups. Prerequisite: 332.

450/650. **INDEPENDENT STUDY.** (1-3) Offered on sufficient demand. Independent study on selected topics in music. Prerequisite: Consent of the instructor and department chairman.

471. **THEORY PROJECT.** (1) Fall. A capstone course in composition, orchestration, technology applications and music resources. May be repeated. Prerequisite: 372.

APPLIED MUSIC

(BRS, GUI, PERC, PIA, STR, VOI, WWND)

Private instruction is offered in guitar, piano, and voice, and in brass, percussion instruments, string, woodwind. In private study, one 30-minute lesson per week plus one hour of practice per day (70 per semester) are recommended for one hour of credit. An hour lesson per week and two hours of practice per day (140 per semester) are recommended for two hours of cred-

it. For private piano, two hours of group instruction per week may be substituted for the 30-minute lesson.

Special fees are charged for all applied music courses. For each course, there is a private lesson fee. In addition, students who use departmental facilities to practice piano and voice must pay a piano rental fee of \$44 per credit hour. Special fees in music generally are non-refundable, and refunds, whether full or partial, must be approved by the department chairman.

The normal number of lessons per week in any one performance area is one. Make-up lessons are given for lessons which are missed by the teacher or by you if your absence is excused.

In addition to regular lessons and practice periods, all applied music students, regardless of major, are required to attend and perform on the departmental Studio Hour, held on Tuesdays at 3:00, and to perform on jury examinations during and at the close of every semester, unless you have performed a solo recital during that semester.

Course prefixes and names are assigned according to the type of private instruction being taken (BRS—Brass, PIA—Piano, VOI—Voice, WWND—Woodwind). Students in their first through fourth semesters in a given applied area take 101. Those already having taken four or more semesters in that area take 301.

GUI 111-112. CLASS GUITAR. (1, 1) Fall, Spring. Group instruction in the fundamentals of guitar reading and playing. Fee: \$213, including instrument rental if needed.

PIA 111-112. CLASS PIANO I AND II. (1, 1) Fall, Spring. Group instruction in the fundamentals of keyboard reading and playing. Fee: \$213.

PIA 211-212. CLASS PIANO III AND IV. (1, 1) Fall, Spring. Group instruction in keyboard reading and playing culminating in completion of the Piano Proficiency Examination. Prerequisite: PIA 111-112 or equivalent competency. Fee: \$213.

VOI 100. CLASS VOICE. (1) Offered on sufficient demand. Group instruction for beginning voice students emphasizing vocal techniques, methods, and physiology. Students who pass VOI 100 should proceed to take VOI 101. Fee: \$200.

101, 301. PRIVATE LESSONS. (1-2) Fall, Spring. Fee: \$216 for half-hour private lesson per week; \$377 for hour private lesson per week.

College of Bible and Religion

DEAN: Thomas C. Alexander, Ph.D.

PROFESSORS:

Thomas C. Alexander, Ph.D.
 Eddie Cloer, D.Min.
 Bill Lambert, Ed.D.
 Carl G. Mitchell, Ph.D.
 Lewis L. Moore, Ph.D.,
 Chair of Marriage and Family Therapy
 Edward P. Myers, D.Min., Ph.D.
 Director of Harding School of Biblical Studies
 Howard Norton, Ph.D.
 Director of the Institute for Church and
 Family
 J. Paul Pollard, Ph.D.
 Neale T. Pryor, Th.D.
 Duane Warden, Ph.D., Associate Dean
 Flavil Yeakley, Ph.D.
 Director of Center for Church Growth

ASSOCIATE PROFESSORS:

Jerry Bowling, Ph.D.
 Joe Brumfield, Ed.D.
 Ross Cochran, Ph.D.
 G. Scot Crenshaw, Ph.D.
 John Fortner, Ph.D.
 Adrian Hickmon, Ph.D.
 Mike Ireland, D.Min.
 Dale Manor, Ph.D.
 Kenneth V. Neller, Ph.D.
 Vann Rackley, Ph.D.
 William Richardson, D.Min.
 Dan Stockstill, Ph.D.
 Philip Thompson, D.Min.
 Randy Willingham, D.Min.

ASSISTANT PROFESSORS:

Scott E. Adair, M.Div.
 James S. Bury, M.R.E.
 Monte Cox, Ph.D.
 Director of Center for World Missions
 Shawn Z. Daggett, M.Th.

MISSIONARIES IN RESIDENCE:

Gordon Hogan (International)
 Owen Olbricht, M.R.E. (Domestic)

VISITING PROFESSOR OF MISSIONS:

Frank Bunner, B.A.

ASSISTING FROM OTHER DEPARTMENTS:

PROFESSORS:

Cliff Ganus III, D.M.A.

Paul Haynie, Ph.D.

ASSISTANT PROFESSOR:

Janet Fortner, M.A.

The mission of the College of Bible and Religion is to equip all students with a knowledge of the Bible in order that their lives may be firmly founded upon a personal Christian faith. Such faith must include a thorough integration of Biblical truth and life-experience, regardless of major. In addition, the College provides foundational education for those who seek to enter full-time church ministry.

In order to accomplish this mission, the College is committed to:

1. Awaken and deepen students' faith in God, and in the Bible as the revelation of His will;
2. Motivate students to study the Bible within a context of sound interpretation;
3. Train and motivate students for service in the local church, for Christian living, and for communicating their faith to others;
4. Teach students to think clearly and deeply about life and the implications of the Christian faith, so that they might formulate a well-rounded philosophy of life with clearly defined purposes, values, and goals;
5. Provide students multiple opportunities for meaningful experience in the development of Christian character while on campus;
6. Teach Greek, Hebrew, and other skills necessary for primary Biblical exegesis;
7. Train students for service in ministry settings, including preaching, missions, religious education, youth ministry, teaching the Bible in an academic setting, and vocational ministry.

Bible major transfer policies: Students who transfer from other colleges or universities and who major in Bible are required to take 10 upper-level hours in Bible at Harding. Six of these must be in the Old and New Testament divisions and the remaining four distributed according to the recommendation of the dean.

Schools of preaching: Graduates from two-year schools

of preaching who enter Harding may apply for up to 40 hours of credit in Bible, biblical languages, and missions courses. The procedure is to (1) Enroll at Harding; (2) Submit a transcript to the dean of the College of Bible and Religion; and (3) Present a letter of request to the dean, who then determines the validation process. There is a \$10 recording fee for each course accepted.

Students who transfer from such schools will be regulated by the following policy in pursuing a baccalaureate degree:

1. The dean of the College of Bible and Religion directs the validation procedure and sends to the registrar a list of the courses, with hours of credit earned, that he has approved for validation.
2. A course in which a "C" has been earned must be validated by earning at least a "C" on a test at Harding. Courses in which a "D" was earned cannot be validated.
3. Students must meet the 32-hour residence requirement and the requirement that 23 of the last 32 hours required for the degree be completed at Harding.
4. Students who have already earned a degree from Harding must complete an additional 18 hours for a degree in Bible.
5. Students must take 10 upper-level hours in Bible as stipulated by the dean. Depending upon the number of hours transferred and/or validated, many more hours may be required.
6. Students must complete all of the requirements for a B.A., B.Min. or B.Th. degree in Bible.

**BACHELOR OF ARTS DEGREE
BIBLE AND RELIGION MAJOR (BIB)**

REQUIREMENTS	HOURS
General Education (p. 48):	46
Bible is counted below in the hours required for the major.	
BMIS 386 is strongly recommended for global literacy.	
Major:	60
Core requirements (36 hours): BOLD 101; BNEW 112; BYFE 234; BDOC 252; BRES 260; GRK 171, 172, 271; BOLD 409; BNEW 419;	

BMIN 423; two of the following:
BMIN 429, BHIS 449, BDOC 459,
BMIS 489.

Bible and Religion Requirements (24 hours): BOLD 402; BNEW 410; three additional BOLD and BNEW courses — at least one from each division; BHIS 340 or 341; BHIS 344 or BDOC 353; BMIN 325; BMIN 326 or 328; BMIN 420; one of the following: BYFE 330, 331 or BMIS 381.

In courses with variable credit, 2 hours are required. Non-seminar BNEW courses may be satisfied by GRK 272, 370, 371, 374, and/or 376. In unusual cases, by consent of the dean, Hebrew may be substituted for Greek. Total hours in Bible must not exceed 72 unless an additional Bible major is sought.

Electives: 22
TOTAL HOURS 128

Minor in Bible and Religion: 18 hours, 6 of which must be upper-level, with 10 from the Old and/or New Testament division, 2 from the Doctrinal and/or Historical division, and 2 from the Ministry and/or Youth and Family Education division.

**BACHELOR OF ARTS DEGREE
BIBLE AND RELIGION FOR WOMEN MAJOR
(BIBW)**

REQUIREMENTS	HOURS
General Education (p. 48):	46
Bible is counted below in the hours required for the major.	
BMIS 386 is strongly recommended for global literacy.	
Major:	60
Core requirements (36 hours): BOLD 101; BNEW 112; BYFE 234; BDOC 252; BRES 260; GRK 171, 172, 271; BOLD 409; BNEW 419; BMIN 423; two of the following: BMIN 429; BHIS 449; BDOC 459; BMIS 489.	

Bible and Religion requirements (24 hours): BMIN 321, 329 and 421; BMIS 381; BYFE 330; BYFE 331 or 332; BHIS 341; BHIS 340 or 344; four additional BOLD or BNEW courses — at least one from each division.

In courses with variable credit, 2 hours are required. Non-seminar BNEW courses may be satisfied by GRK 272, 370, 371, 374, and/or 376. In unusual cases, by consent of the dean, Hebrew may be substituted for Greek. Total hours in Bible must not exceed 72 unless an additional Bible major is sought.

Electives: 22
TOTAL HOURS 128

**BACHELOR OF ARTS DEGREE
 BIBLICAL LANGUAGES MAJOR (BIBL)**

REQUIREMENTS **HOURS**
General Education (p. 48): 46

Bible is counted below in the requirements for the major.

BMIS 386 is strongly recommended for global literacy.

Major: 60

Core requirements (30 hours):

BOLD 101; BNEW 112; BYFE 234; BDOC 252; BRES 260; GRK 171, 172, 271; BMIN 423; two of the following: BOLD 409; BNEW 419; BMIN 429; BHIS 449, BDOC 459, BMIS 489.

Biblical Language requirements (30 hours): BOLD 402; BNEW 410; HEB 176, 177; GRK 272; three of the following: GRK 370, 371, 374, 376 or HEB 275; BMIN 325; one of the following: BHIS 341, BMIN 321 or BYFE 330.

In courses with variable credit, 2 hours are required. Total hours in Bible must not exceed 72 unless an additional Bible major is sought.

Electives: 22
TOTAL HOURS 128

Minor in Biblical Languages: 22 hours of Greek and Hebrew, including GRK 171, 172; HEB 176, 177, and 6 upper-level hours.

Minor in Greek: 18 hours of Greek, including 6 upper-level hours.

**BACHELOR OF ARTS DEGREE
 MISSIONS MAJOR (MSN)**

REQUIREMENTS **HOURS**
General Education (p. 48): 46

Bible is counted below in the hours required for the major.

Major: 58

Core requirements (36 hours):

BOLD 101; BNEW 112; BYFE 234; BDOC 252; BRES 260; GRK 171, 172, 271; BOLD 409; BNEW 419; BMIN 423; two of the following: BMIN 429; BHIS 449; BDOC 459; BMIS 489.

Missions requirements (22 hours):

BMIS 381, 383 (prerequisite BMIS 381 or 386), 386; BHIS 345; BHIS 340 or BDOC 356; BNEW 213; BNEW 211 or 317; BMIN 325 or 329 (for women): BMIN 321 or BYFE 330; one of the following: BMIS 382, 384, 385, NURS 413.

In courses with variable credit, 2 hours are required. In unusual cases, by consent of the dean, Hebrew may be substituted for Greek. Total hours in Bible must not exceed 70 unless an additional Bible major is sought.

Electives: 24
TOTAL HOURS 128

Minor in Missions: 18 hours, including 8 from the Old and New Testament divisions; 7 from missions, including BMIS 386; BHIS 345 (3 hours).

Minor in Medical Missions: 18 hours, including 8 from BOLD and BNEW; BMIS 386, 387 and an additional course from BMIS; NURS 413.

**BACHELOR OF ARTS DEGREE
CHRISTIAN EDUCATION (REDU)**

REQUIREMENTS HOURS

General Education (p. 48): 46

Bible is counted below in the hours required for the major.

BMIS 386 is strongly recommended for global literacy.

Major: 60

Core requirements (36 hours):

BOLD 101; BNEW 112; BYFE 234; BDOC 252; BRES 260; GRK 171, 172, 271; BOLD 409; BNEW 419; BMIN 423; two of the following: BMIN 429, BHIS 449, BDOC 459, BMIS 489.

Christian Education requirements (24 hours): Three additional BOLD or BNEW courses; BMIN 321, 322, 420; BYFE 330, 331, 333, 335; BMIS 381 or BMIN 325; BRES 362.

In courses with variable credit, 2 hours are required. Non-seminar BNEW courses may be satisfied by GRK 272, 370, 371, 374, and/or 376. In unusual cases, with the consent of the dean, Hebrew may be substituted for Greek. Total hours in Bible must not exceed 72 unless an additional Bible major is sought.

Electives: 22

TOTAL HOURS 128

Minor in Christian Education: 20 hours, including 8 hours from BOLD and BNEW (at least one course from each division and 4 hours upper level); BYFE 330 (2), 331 and 335 (2); BMIN 420 and 429.

**BACHELOR OF ARTS DEGREE
PREACHING MAJOR (PRCH)**

REQUIREMENTS HOURS

General Education (p. 48): 46

Bible is counted below in the hours required for the major.

BMIS 386 is strongly recommended for global literacy.

Major:

Core requirements (36 hours):

BOLD 101; BNEW 112; BYFE 234; BDOC 252M (2); BRES 260; GRK 171, 172, 271; BMIN 423; BOLD 409; BNEW 419; two of the following: BMIN 429, BHIS 449, BDOC 459, BMIS 489.

Preaching requirements (25 hours)*: BMIN 325, 326, 328, 420; two of the following: BMIN 321 (PSY 386 may substitute), BMIN 324, or BYFE 330; six hours from the following: BMIN 226, 426, 428, COMO 264; one additional course from BNEW; one additional course from BOLD.

In courses with variable credit, two hours are required. Non-seminar BNEW courses may be satisfied by GRK 272, 370, 371, 374, 376. In unusual cases, by consent of the dean, Hebrew may be substituted for Greek. Total hours in Bible must not exceed 72 unless an additional Bible major is sought.

*If PSY 386 is chosen, the total number of hours in the major is 26.

Electives:

TOTAL HOURS

Minor in Preaching: 18 hours; one course from BOLD; one course from BNEW; BMIN 324, 325, 326, 328; BMIN 426 or 428.

Minor in Christian Communication for Women: 18 hours; one course from BOLD; one course from BNEW; BMIN 324, 329, 421; BYFE 330 or BMIN 321 (PSY 386 may be substituted); BMIN 426 or 428.

61

21
128

**BACHELOR OF ARTS DEGREE
 YOUTH AND FAMILY MINISTRY (YMIN)**

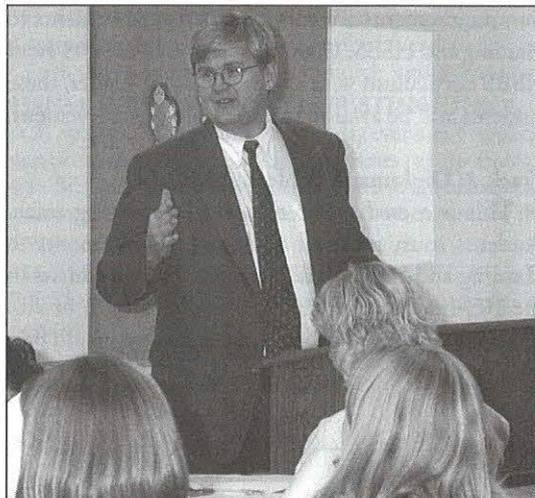
REQUIREMENTS	HOURS
General Education (p. 48):	46
Bible is counted below in the hours required for the major.	
BMIS 386 is strongly recommended for global literacy.	
Major:	59
Core requirements (36 hours):	
BOLD 101; BNEW 112; BYFE 234; BDOC 252; BRES 260; GRK 171, 172, 271; BMIN 423; 9 hours from BOLD 409 and BNEW 419; one of the following: BMIN 429; BHIS 449; BDOC 459; BMIS 489.	
Youth and Family requirements (23 hours): BMIN 321, 325 (or 329 for women); BYFE 330, 332, 333, 334 (at least one hour), 433; 2 hours from BOLD or BNEW courses*; 2 hours from BHIS courses**; BMIS 381; PSY 240.	
* BNEW 211 or 317 recommended	
**BHIS 340 or 345 recommended	
In courses with variable credit, 2 hours are required. Non-seminar BNEW courses may be satisfied by GRK 272, 370, 371, 374, and/or 376. In unusual cases, by consent of the dean, Hebrew may be substituted for Greek. Total hours in Bible must not exceed 71 unless an additional Bible major is sought.	
Electives:	23
TOTAL HOURS	128

Minor in Youth Ministry (for non-Bible majors): 18 hours, including 6 upper-level hours, with 8 hours from the Old and New Testament divisions and 6 from the Ministry and/or Christian Education division, including BYFE 332, 333.

Minors in Communication and Psychology: Special minors in communication and psychology have been structured for Bible majors. See the Department of

**VOCATIONAL MINISTRY MAJOR (VOCM)
 (Second Major Only)**

REQUIREMENTS	HOURS
General Education (p. 48):	46
Bible is counted below in the hours required for the major.	
BMIS 386 is strongly recommended for global literacy.	
Major:	33
BDOC 252 (3); one additional course from BDOC or BHIS (2); BMIN 420V; 11 additional hours from BMIN, BMIS and BYFE, with at least two courses from each division; BNEW 112, 411 (2); BOLD 101; 6 additional hours from BNEW and BOLD; BRES 260.	
Second Major:	48
A second major is required in a field other than Bible. Because of this, a minor is not required. Forty-eight hours is an estimate based upon the average number of hours required for a major within the University. For the exact total, consult the second major listed elsewhere in this catalog.	
Electives:	1
TOTAL HOURS	128



HARDING SCHOOL OF BIBLICAL STUDIES (HSBS)

The Harding School of Biblical Studies is a division of the College of Bible and Religion that offers an accelerated program in Bible and ministry for students 21 and older. Four tracks of study represent increasing levels of academic achievement. All of these tracks require the completion of the following 103-hour HSBS curriculum.

Harding School of Biblical Studies curriculum (103 hours):

Biblical Doctrine (BDOC): 252 (3), 351 (2), 353 (3), 355 (2), 356 (2);
 Historical (BHIS): 340 (3), 341 (2);
 Biblical Languages (GRK): 173 (3), 174 (3), 175 (3), 273 (2);
 Ministry (BMIN): 121 (3), 321 (3), 324 (2), 325 (3), 326 (2), 328 (2), 420 (3), 422 (3);
 Missions (BMIS): 381 (2), 386 (2), 480 (2);
 New Testament: 211 (2), 213 (2), 311 (3), 312 (3), 314 (2), 315 (2), 316 (2), 317 (2), 318 (3), 319 (3);
 Old Testament: 102 (2), 303 (3), 304 (2), 305 (3), 307 (2), 308 (2);
 Religious Education (BYFE): 330 (2), 333 (2);
 Research (BRES): 260 (2), 363 (1 hour each in Computers in Ministry and Stress Management).

Track 1: Certificate in Bible and Ministry.

Track 1 is a non-credit and non-degree track. Students who have not earned a high school diploma or completed a GED but meet all other Harding admission requirements are admitted as special students to Harding and HSBS. Upon completion of the 103-hour HSBS curriculum with a GPA of 2.0 or higher, these students will be awarded a certificate of achievement.

Track 2: Diploma in Bible and Ministry.

This is a credit, but non-degree-granting track. Students must meet all admission requirements to Harding and HSBS. Students must pass all courses in the 103-hour HSBS curriculum with a GPA of 2.0. In addition, as need is determined by testing and per-

formance evaluation, students may be required to take specified general education courses in order to develop the following skills needed in ministry: analytical and critical thinking, problem-solving, organizational, communication, personal adjustment, interpersonal relations, and cultural awareness. When a student completes the HSBS curriculum and all other prescribed courses, the university will award him/her a diploma in Bible and ministry, but no degree.

Track 3: Bachelor of Ministry (B.Min.) Degree with Major in Bible and Ministry.

This track leads to an academic degree commensurate to other baccalaureate degrees awarded by Harding University. Students must meet all admission requirements to Harding and HSBS. They must pass all courses in the 103-hour HSBS curriculum and the specified general education requirements with a GPA of 2.0. The student must also meet all of Harding's graduation requirements.

Track 4: Bachelor of Theology (B.Th.) Degree with Major in Bible and Ministry.

This track, leading to the bachelor of theology degree, is for students who already hold baccalaureate degrees from accredited colleges and universities. It is designed for those who plan to enter Christian ministry or pursue graduate programs in Bible and ministry.

This track requires the following: (1) previously earning a baccalaureate degree from an accredited college or university; (2) admission to Harding and the HSBS program; (3) passing all courses in the 103-hour HSBS curriculum and any general education courses prescribed by the faculty for the development of the following skills needed in ministry: analytical, critical thinking, problem solving, organizational, communication, personal adjustment, interpersonal relations, and cultural awareness; (4) maintaining a GPA of 2.5; (5) satisfactorily completing an acceptable research project in practical ministry that results in a written report that is acceptable to a faculty committee of three; (6) satisfactorily completing an acceptable research project in biblical exegesis that results in a written report that is acceptable to a faculty committee of three.

**BACHELOR OF MINISTRY DEGREE
BIBLE AND MINISTRY MAJOR (BMIN)**

REQUIREMENTS **HOURS**
General Education (p. 48): 25

BIOL 111 (3); KINS 101 (1) and two activity courses (2); HIST 101 or 102 or 111 (3); ART 101 (2); MUS 101 (2); ENG 201 or 202 (3); PH S 111 or 112 or 115 (3); MATH 200 or any course from MATH 151 or above (3); ECON 201 or SOC 203 or POLS 205 (3).

The following HSBS equivalent courses satisfy the remaining general education requirements: BOLD 102 (2); BNEW 211 (2); BNEW 213 (2); BMIN 121 (3) for ENG 111; BMIN 326 (2) and 328 (2) for ENG 211; BMIN 325 (3) for COMO 101; BMIN 321 (3) and BRES 363 (1 stress management) for PSY 201; BHIS 340 (3) for HIST 110; BMIS 381 (2), 386 (2), and 480 (2) for global literacy.

Major: 103
Completion of the HSBS curriculum.
TOTAL HOURS 128

**BACHELOR OF THEOLOGY DEGREE
BIBLE AND MINISTRY MAJOR (BTH)**

REQUIREMENTS **HOURS**
General Education (p. 48) As needed

Since those pursuing this degree already have baccalaureate degrees from accredited colleges and universities, the general education required of them will be only such courses as tests and performance evaluations show are needed and the faculty prescribes for the development of the following skills needed in ministry: analytical, critical thinking, problem solving, organizational, communication, personal adjustment, interpersonal relations and cultural awareness.

Major: 103
Completion of the HSBS curriculum on the previous page.

TOTAL HOURS 103
(+ required general education)

Information concerning this program may be obtained by writing Dr. Edward P. Myers, director of Harding University School of Biblical Studies, or Steve Kell, director of development and student services for HSBS, 900 East Center Avenue, Box 12236, Searcy, AR 72149-0001. Call (501) 279-4290 or 1-800-477-4407 and ask for Steve in HSBS.

DOCTRINAL (BDOC)

251. CONTEMPORARY ISSUES IN CHRISTIAN ETHICS AND DOCTRINE. (2) Fall, Spring. Questions and problems today's college students are asking about God, the church, Christian doctrines, ethics, and morals. Biblical teaching on contemporary issues. Formulation of personal conclusions and convictions on the basis of biblical truth. This course meets the textual requirement.

252/552. BIBLICAL INTERPRETATION. (2 or 3) Fall, Spring. How to study the Bible, using principles of interpretation derived from the Scripture. The nature of language and the process of thought. A brief survey of interpretation.

253. THE LITERATURE OF FAITH. (3) Fall. An examination of selections of both sacred and secular literature that addresses significant dimensions of biblical faith and their implications for life.

351. THE NEW TESTAMENT CHURCH. (2 or 3) Spring. The nature, life, purposes and work of the church in the first century as an essential resource for guiding the lives of contemporary Christians.

353. GREAT THEMES OF THE BIBLE. (2 or 3) Spring. A textual approach to the Bible doctrine of revelation, God, Christ, the Holy Spirit, man, the church, and eschatology.

354/554. CONTEMPORARY CHRISTIAN ETHICS. (2 or 3) Spring. (Offered only on Monday evenings.) Application of the scriptures to current moral issues to help students gain Biblical insights into moral problems. For nurses and masters degree students; others must have consent of the dean.

355/555. EVIDENCE OF CHRISTIANITY. (2 or 3) Fall. The philosophical foundations of the Christian religion. Arguments for and against the existence of God, the inspiration of the Scripture, and the deity of Christ.

356. **THE CHRISTIAN IN THE 21ST CENTURY.** (2 or 3) Fall, Spring. The current religious and social trends of North American society and the shifting philosophies that drive them, including epistemological issues. A practical course designed to encourage a Christian world view and a Christian perspective in an environment that is philosophically pluralistic and secular.

459. **SEMINAR IN DOCTRINE.** (3) Fall of odd years. An in-depth examination of doctrinal or hermeneutical questions arising from the biblical text and chosen at the direction of the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit.

HISTORICAL (BHIS)

340. **CHURCH HISTORY.** (2 or 3) Fall. The history of the church from the close of the apostolic age to the present.

341/541. **HISTORY OF THE RESTORATION MOVEMENT.** (2 or 3) Spring. The restoration movement and the people and events which shaped it in American history.

342/542. **BIBLICAL WORLD AND ARCHAEOLOGY.** (2 or 3) Fall. A historical and religious survey of world conditions in Biblical times with special emphasis on the social and religious conditions in Palestine.

343/543. **HISTORY OF THE ENGLISH BIBLE.** (2 or 3) Fall. The literary production and transmission of the Bible, including manuscripts, texts, and translations. A historical account of how the Bible has come to the English-speaking world.

344/544. **HISTORY OF CHRISTIAN THOUGHT.** (2 or 3) Spring of odd years. The development of Christian thought from the subapostolic age to the present. Outstanding leaders and major doctrines. Designed for Bible majors; others may enroll.

345. **LIVING WORLD RELIGIONS.** (2 or 3) Fall of odd years. The history and basic teachings of Zoroastrianism, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, Judaism, and Islam.

449. **SEMINAR IN CHURCH HISTORY.** (3) Spring of odd year. An in-depth examination of some significant period of church history chosen at the discretion of the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit.

BIBLICAL LANGUAGE

Greek (GRK)

171-172. **ELEMENTARY GREEK.** (4, 4) Fall, Spring. Grammar and syntax of the Greek New Testament with emphasis on basic inflections and vocabulary. Five class periods per week.

173-175. **ELEMENTARY GREEK-HSBS.** (3, 3, 3).

Grammar and syntax of the Greek New Testament with emphasis on basic inflections and vocabulary. For HSBS students.

271. **THE GOSPEL OF JOHN.** (3) Fall. Reading of the Greek text, further study of grammar and vocabulary, and exegesis of selected passages. Prerequisites: 171, 172. Students who take the course for graduate credit arranged through Harding Graduate School of Religion will be required to do additional work with the instructor.

272. **FIRST CORINTHIANS.** (3) Spring. Translation of the Greek text, more intensive study of grammar, attention to the linguistic style of the author, and exegesis of selected passages. Prerequisites: 172 and 271, or consent of the dean.

273. **ELEMENTARY GREEK READINGS.** (3). Supplemental study of vocabulary, grammar and syntax with specific application to the reading of Biblical texts. Taught in HSBS only.

370. **ROMANS.** (3) Fall of even years. Translation of the Greek text, more extensive study of grammar — moods, tenses, particles, style — and exegesis of selected passages. Prerequisites: 271 and 272, or consent of the dean.

371. **ACTS OF APOSTLES.** (3) Spring of even years. Reading selected passages from the Greek text, study of grammatical structure and style, and exegesis of selected passages. Prerequisites: 271, 272; and 370 or consent of the dean.

374. **INTERMEDIATE GREEK READINGS.** (3) Fall of odd years. Selected readings from portions of the Greek New Testament not covered in other courses, with attention to grammar and exegesis. Course content and approach vary according to student needs and discretion of instructor. May be taken more than once for credit. Prerequisite: 271 and consent of the dean.

376. **ADVANCED READINGS AND EXEGESIS.** (3) Spring of odd years; alternates with 374. Development of sound exegetical methods based on selected portions of the Greek text in a seminar format. Course content and approach vary according to student needs and discretion of instructor. May be taken more than once for credit. Prerequisites: 370 or 371 or consent of the dean.

471. **INDEPENDENT STUDY.** (1-4) Offered on demand. Directed study or research designed to meet individual student needs. Prerequisites: 370, 371 for Greek, 275 for Hebrew, or consent of dean.

Hebrew (HEB)

176-177. **ELEMENTARY HEBREW.** (4, 4) Fall of odd years, Spring of even years, or yearly upon demand. Principles of Hebrew language and grammar. Attention to vocabulary with special emphasis on the verb. Exercises in reading and writing. Five class periods per week.

275. **INTERMEDIATE HEBREW READINGS.** (3) Fall of even years. Offered on sufficient demand. Readings in the Hebrew Bible, with special attention to syntax and vocabulary building. Introduction to textual criticism. Prerequisite: 177.

375. **ADVANCED READING AND EXEGESIS.** (3) Offered on sufficient demand. Enrichment of vocabulary and grammar. Development and practice of sound exegetical methodology. Writing and presentation in a seminar format of an original piece of research based upon some portion of the Hebrew text. May be taken more than once for credit. Prerequisite: 275.

MINISTRY (BMIN)

121. **RELIGIOUS WRITING.** (3) HSBS students only. English composition applied to the ministry of writing, from simple assignments to position papers, articles, and thesis writing.

226. **WORKSHOP IN PREACHING.** (1) Spring. A weekend workshop that focuses on various aspects of the preaching ministry. Taught by men involved in congregational preaching ministries.

320. **HYMNOLOGY.** (2 or 3) Spring. The Biblical basis for singing in the church. Church songs from the earliest times to the present. Types of songs appropriate to today's church.

321. **CHRISTIAN COUNSELING.** (2 or 3) Spring. Counseling needs in the church. Identifying spiritual problems and their relationship to Scripture by using a Biblical approach to counseling. Various counseling situations located in church settings.

322. **LEADERSHIP STRATEGIES.** (2 or 3) Spring. Case studies, theories and biblical/theological reflection utilized to equip Christians as both formal and informal leaders in church or career contexts. The course offers tools for church diagnosis and prescription strategies. A focus on skill acquisition.

323. **CHRISTIAN WORSHIP.** (2 or 3) Spring. How to insure spiritual worship experiences for the individual, the family, and the local church. The meaning and medium of worship and the relationship of worship to daily living. Improving leadership in worship. Meaningful response to God in a vital spiritual worship relationship.

324. **STRATEGIES FOR EVANGELISM.** (2 or 3) Fall, Spring. How to reach humanity with the gospel of Christ. The evangelism of Jesus and of the early church. The needs of man and how the gospel of Christ meets those needs.

325. **INTRODUCTION TO PREACHING.** (3) Fall, Spring. An introduction to the philosophies of preaching, what a sermon is, types of messages, sermon design and development, illustrating and applying the message, and sermon delivery. BMIN 325L is required.

325L. **INTRODUCTION TO PREACHING LAB.** (0) Fall, Spring. Taken in the same semester as BMIN 325.

326. **BIBLICAL PREACHING.** (2 or 3) Fall. A study of the principles of biblical preaching and the preparation of various types of biblical sermons. Intermediate level instruction on how to move from the ancient biblical text to sermons that meet the needs of today's audience. Steps in

moving from the needs of the audience to a biblical message that communicates with today's hearers. Prerequisite: BMIN 325 or consent of the instructor.

327. **FIELD WORK.** (1-3) Offered on demand. Field work in preaching under the supervision of a faculty member or a person appointed by the dean. Before the field work experience begins, a written proposal must be submitted to the dean for approval. May be repeated to total no more than 6 hours.

328. **PREACHING SKILLS AND STRATEGIES.** (3) Spring. An analysis of the communicative and strategic dimensions of preaching within a theological context. Attention is given to audience analysis, persuasive teaching, planned preaching, and processing congregational feedback throughout the preaching process. The particular personality and communication style of the preacher is considered. BMIN 328L is required. Prerequisite: BMIN 325 or consent of the instructor.

328L. **PREACHING SKILLS AND STRATEGIES LAB.** (0) Spring. Taken concurrently with BMIN 328.

329. **RELIGIOUS SPEAKING FOR WOMEN.** (2 or 3) Fall. Speaking situations unique to women in a religious setting, with emphasis given to practical aspects of content and delivery.

420. **CHRISTIAN MINISTRY.** (3) Fall. The special work of ministers in relationship to both God and people. Proper attitudes toward Scripture and personal devotional life. Techniques for meeting the spiritual needs of individuals. Relationships with elders and other special groups. Parallel offerings of this course feature the work of church-supported ministers and vocational ministers.

421. **WOMEN'S MINISTRIES.** (2 or 3) Spring. The Biblical role of women in relationship to God and the work of the church. The task of the church as set forth in Scripture. Areas of service. Interrelationships with other church personnel.

422. **COUNSELING TECHNIQUES.** (3) HSBS students only. Counseling based on Christian principles. Refinement of counseling skills through videotaping and peer and faculty evaluation.

423. **MINISTRY INTERNSHIP.** (3) Fall, Spring, Summer. Required of all majors (except Vocational Ministry and HSBS) in the College of Bible and Religion. The course exists in order to give future ministers supervised, hands-on experience within a structured ministry setting. Prior to the experience, the student must meet with the faculty advisor for internships and agree on details concerning job description, supervision, course requirements and evaluation.

424. **CONFLICT MANAGEMENT IN MINISTRY.** (2 or 3) Fall. Equips and empowers motivated Christians with biblical, emotional and interpersonal tools to respond effectively to disagreements. Offers skills for responding to diversity, transition management, unsolvable problems and difficult people.

426. **PREACHING FROM VARIOUS BIBLICAL**

GENRE. (3) Fall. An examination of the characteristics of different types of biblical literature and their significance for biblical preaching, with a focus on how the meaning and function of biblical texts can shape the sermon. Prerequisite: BMIN 325 or consent of the instructor.

428. PREACHING AND CONTEMPORARY MINISTRY. (3) Spring. A study of the contextualization of the Christian message within the present culture in sermons, and the placement of the sermon within the overall ministry of the congregation. Attention is given to the constructive engagement of hearers stemming from an informed theology of preaching. Prerequisite: BMIN 325 or consent of the instructor.

429. SEMINAR IN MINISTRY. (3) Fall of even years. An in-depth investigation of some area of Christian ministry, e.g., Christian education, leadership, preaching, etc., chosen at the discretion of the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit.

MISSIONS (BMIS)

280. THE WORLD CHRISTIAN. (2 or 3) Fall. This foundational missions course provides a broad overview of the spiritual condition of the world and the basic principles and practices of missions, drawing from the experiences of the entire missions staff.

381. MISSIONARY PRINCIPLES AND PRACTICES. (2 or 3) Fall, Spring. The foundational missions course surveying historical, theological, cultural, and strategic aspects of missions. Prerequisite: BMIS 280 or consent of the instructor.

382. HISTORY OF MISSIONS. (2 or 3) Spring. Mission work from the second century to the present with special study of the work accomplished by Churches of Christ.

384. CHURCH PLANTING. (2 or 3) Fall. This course explores biblical principles and current strategies for the establishment of new congregations in urban and rural settings. Consideration is given to the task of church planting domestically and on foreign fields. Prerequisite: BMIS 280 or consent of the instructor.

385. SEMINAR IN WORLD MISSIONS. (2 or 3) As needed. Offered to students interested in a particular aspect of world evangelism not covered in other course offerings. Past seminars include topics such as urban missions, cross-cultural development strategies, and missions in Africa and Asia. May be taken more than once with the consent of the dean.

386. MISSIONARY ANTHROPOLOGY. (2 or 3) Fall, Spring. Cultural anthropology with a view to understanding one's own and others' cultures. Designed to help Christian workers cross cultural lines at home and abroad.

387. FIELD WORK. (1-3) Offered on demand. Field work is done under the supervision of a faculty member or a person appointed by the dean in a mission field at home or

abroad. Before the field work experience begins, a written proposal must be submitted to the dean for approval.

388. DEVELOPMENT MINISTRY. (2 or 3) Intercession. This course is taught at the Heifer Project International ranch near Perryville, Ark. The course provides hands-on training in various types of benevolent outreach to the poor, including intensive gardening, livestock management, water development and sanitation, appropriate technology, and primary health care. Students are also introduced to theological as well as strategic issues in relief and development.

480. INTERNATIONAL CAMPAIGN. (2) HSBS students only. Foreign campaign preparation by reading assignments on cultural sensitivity. Two weeks of mission activity. Debriefing through oral interviews and written reports.

Missions credit can be received in NURS 413 HEALTH CARE MISSIONS. See the course description on page 173.

481. MISSIONS PRACTICUM. (2 or 3) Spring. The capstone missions course in which groups of students work together in a mission team to simulation to choose a mission field, devise a strategy, raise funds and form teams. Prerequisite: BMIS 280 or consent of the instructor.

489. SEMINAR IN MISSIONS. (3) Spring of even years. An in-depth examination of some aspect of the church's mission, e.g., evangelism, church development, foreign missions, purpose-driven models, etc., to be chosen by the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit.

NEW TESTAMENT (BNEW)

112. THE NEW TESTAMENT. (2) Fall. The beginnings of Christianity from the birth of the Christ to the close of the first century. Selected passages from the gospels, Acts, and the epistles are studied to present Christ, His mission, His message, and His church.

211. THE LIFE OF CHRIST. (2) Fall, Spring. A study of the life and teachings of Christ as revealed in the New Testament.

213. ACTS OF APOSTLES. (2) Fall, Spring. Historical backgrounds, introduction, the founding and expansion of the early church, government, worship, work, and destiny of the churches presented in the text of Acts and related scriptures.

311/511. THE CORINTHIAN LETTERS. (2 or 3) Fall, Spring. Historical background and introduction to Paul's letters to the church in Corinth. A study of the text of I and II Corinthians with a view toward their application for the church today.

312/512. ROMANS. (2 or 3) Fall. Introduction to the book and exegesis of the text.

314/514. SELECTED LETTERS. (2 or 3) Spring. First and Second Thessalonians, Galatians, First and Second Timo-

thy, and Titus. Historical setting and introduction to each book with its individual features. Exposition of the text with application for the church today.

315/515. PRISON LETTERS. (2 or 3) Fall. Philippians, Ephesians, Colossians, and Philemon. Historical setting and introduction to each book with its individual features. Exposition of the text with application for the church today.

316/516. GENERAL LETTERS. (2 or 3) Fall. Epistles of James, Peter, John, and Jude. Historical setting and introduction to each book with its individual features. Exposition of the text with application for the church today.

317/517. GOSPEL OF JOHN. (2 or 3) Fall, Spring. An in-depth study with special attention given to the introduction, critical problems, and content of the book.

318/518. HEBREWS. (2 or 3) Spring. Introduction to the book and exegesis of the text.

319/519. DANIEL AND REVELATION. (2 or 3) Fall, Spring. Historical setting and introduction, including apocalyptic pattern and message. Exposition of selected passages.

410/510. ADVANCED INTRODUCTION TO THE NEW TESTAMENT. (3) Spring. The historical and cultural background of the New Testament. Canon and text. Introduction to the books. Designed for Bible majors; others may enroll.

411. THE GREEK-ENGLISH NEW TESTAMENT. (2 or 3) Spring. Knowledge and skills in using Greek to study the English Bible. Emphasis is on a process for direct and independent Bible study. Required of all vocational ministry majors; does not fulfill the language requirement for other Bible majors, nor does it count toward either a major or minor in biblical languages.

419. SEMINAR IN NEW TESTAMENT (3) Fall. An in-depth examination of some portion of New Testament text chosen at the discretion of the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit.

OLD TESTAMENT (BOLD)

100. INTRODUCTION TO THE BIBLE. (2) Fall. A beginning course for students with little or no background in the Bible. A study of lands, characters, words, and books of the Bible in preparation for BIB 101 and 112. Meets daily. Designed primarily for international students; others may enroll by consent of the dean.

101. THE OLD TESTAMENT. (2) Spring. A historical study. Selected books and passages are given special attention in order to learn the message of the Old Testament for its day and for today.

102. SURVEY OF BIBLE HISTORY. (2). A general introduction to the Old and New Testaments with emphasis given to historical setting and cannon formation. Attention is given to the development of the divine scheme of God in history, culminating in the coming of Jesus and the estab-

202. DISTINCTIVE IDEAS IN THE WORLD OF ANCIENT ISRAEL. (2) Spring. Builds upon the components of BOLD 101 (The Old Testament) in order to prepare for upper-level studies of the Old Testament. Central aspects of ancient Israel's history, culture, society, religion, and thought are emphasized. This course meets general education requirements for graduation.

303/503. PENTATEUCH. (2 or 3) Fall. The revelation of God in creation and the founding of the Israelite nation, as presented in Genesis through Deuteronomy.

304/504. ISRAELITE HISTORY: JOSHUA THROUGH ESTHER. (2 or 3) Spring. A study of Israel's attempt to walk in covenant with God from the time of Joshua's conquest of Canaan through the return of Jews from Babylonian exile as presented in Old Testament historical literature.

305/505. EIGHTH CENTURY PROPHETS. (2 or 3) Fall. The writings of Amos, Hosea, Joel, Jonah, Micah, and Isaiah, with their social, religious, and historical settings. The importance of their message for that period and present times.

307/507. PROPHETS: JEREMIAH THROUGH MALACHI. (2 or 3) Spring. The writings of Jeremiah, Ezekiel, Obadiah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi, with their social, religious, and historical settings. The importance of their message for that period and present times.

308/508. ISRAELITE POETRY AND WISDOM LITERATURE. (2 or 3) Fall of odd years. The Psalms, Proverbs, Song of Songs, Lamentations, Ecclesiastes, and Job. Their historical backgrounds, especially the poetic and wisdom literature of the ancient Near East. The importance of their message for that period and present times.

402/502. ADVANCED INTRODUCTION TO THE OLD TESTAMENT. (3) Fall. The historical background of the Old Testament. Canon and text; history of interpretation. Introduction to the major divisions and the individual books. Designed for Bible majors; others may enroll.

409. SEMINAR IN OLD TESTAMENT. (3) Spring. An in-depth examination of some portion of the Old Testament text chosen at the direction of the instructor. This course requires a research/writing component. With the approval of the dean, it may be taken more than once.

PHILOSOPHY (PHIL)

251. INTRODUCTION TO PHILOSOPHY. (3) Fall. Philosophical problems, methods of approach, and modes of thought. A brief survey of representative philosophies.

252. PHILOSOPHY OF RELIGION. (3) Spring. Alternates with 253; offered on sufficient demand. A philosophical approach to the study of religion with an emphasis on methods and problems. The Christian religion in the light of philosophic thought.

253. **ETHICS.** (3) Fall, offered on sufficient demand. A study of principles and methods used in evaluating human conduct. An emphasis on the origin and development of the major views of the good life. Application of Christian ethics to modern problems.

YOUTH AND FAMILY EDUCATION (BYFE)

234. **THE CHRISTIAN HOME.** (2) Fall, Spring. The Christian approach to selecting a marriage partner and living with that partner in permanent monogamy. The Biblical principles bearing upon intra-family relationships. The family as an instrument of Christian service. This course meets the textual requirement.

330. **CHRISTIAN EDUCATION.** (2 or 3) Fall. A comprehensive definition of Christian education strategies for the education ministry of the church and the home.

331. **CHILDHOOD EDUCATION—BIRTH TO AGE 12.** (2 or 3) Fall, Spring. Biblical principles in conjunction with hands-on educational experiences in the teaching and parenting of children.

332. **ADOLESCENT EDUCATION—AGES 11 TO 20.** (2 or 3) Fall. Adolescent needs and learning styles. Religious needs, with emphasis on methods and materials for teachers.

333/533. **YOUTH AND FAMILY MINISTRY.** (2 or 3) Fall, Spring. Youth and family ministry and programming. Incorporation of volunteers into this congregational ministry.

334. **SEMINAR IN YOUTH MINISTRY.** (1) Fall, Spring. A special seminar taught by youth ministers presently working in the field. May be taken up to four times for credit, but not before the spring semester of the sophomore year. Youth ministry majors may audit any seminar at no cost unless there are material and supply fees.

335. **ADULT EDUCATION.** (2 or 3) Fall of odd years. The dynamics of reaching and teaching adults are examined through a study of the ministry of Jesus; investigation and application of current research in faith development.

337. **FIELD WORK.** (1-3) Offered on demand. Field work in a local church setting under the supervision of a faculty member. Before the field work experience begins, a written proposal must be submitted to the faculty guide for approval. May be repeated to total no more than 6 hours.

433. **ADVANCED YOUTH MINISTRY.** (3) Spring. A concentrated study of the work of youth ministry. Multiple staff relationships, finance/budget, personal preparation, and other matters specific to the vocation of youth ministry.

Designed for youth ministry majors; others may enroll. Prerequisite: 333/533 or consent of the instructor.

RESEARCH (BRES)

This division focuses on basic research techniques. These courses do not satisfy the institutional requirement for a Bible class. A maximum of 4 hours of credit may be earned in the research division. When the content is varied, a course may be repeated until 4 hours of credit have been earned.

164. **RESEARCH IN THE RESTORATION MOVEMENT.** (1) Offered on demand. Historical sites involved in restoration studies. Prerequisite: Consent of the dean.

260. **ORIENTATION TO RELIGIOUS STUDIES.** (2) Fall, Spring. An introduction to the Bible program, uses of a Bible major, and facilities for library research in Bible and religion. (Required sophomore year for Bible majors.)

361. **RESEARCH IN TEXTUAL STUDIES.** (1-4) Offered on demand. Individual study in the Old and New Testament divisions. Prerequisites: Junior standing, 3.0 GPA, and consent of the dean.

362. **RESEARCH IN RELIGIOUS EDUCATION.** (1-4) Offered on demand. Individual study in the religious education division. Prerequisites: Junior standing, 3.0 GPA, and consent of the dean.

363. **RESEARCH IN MINISTRY.** (1-4) Offered on demand. Individual study in the ministry division. Prerequisites: Junior standing, 3.0 GPA, and consent of the dean.

364. **RESEARCH IN THE HISTORICAL DIVISION.** (1-4) Offered on demand. Individual study in the historical division. Prerequisites: Junior standing, 3.0 GPA, consent of the dean, and appropriate fee.

365. **RESEARCH IN DOCTRINAL DIVISION.** (1-4) Offered on demand. Individual study in the doctrinal division. Prerequisites: Junior standing, 3.0 GPA, and consent of the dean.

366. **RESEARCH IN BIBLICAL LANGUAGES.** (1-4) Offered on demand. Individual study in the Greek and Hebrew languages. Prerequisites: Junior standing, 3.0 GPA, and consent of the dean.

367. **RESEARCH IN MISSIONS.** (1-4) Offered on demand. Directed research and/or readings for qualified advanced undergraduate students who are majoring or minor-ing in missions. Research is under the direction of the director of Mission Prepare and with the consent of the dean. Prerequisites: Junior standing and a 3.0 GPA.

College of Business Administration

DEAN: Randall M. McLeod, J.D.

PROFESSORS:

David B. Burks, Ph.D., CPA

President

Donald P. Diffine, Ph.D.

Director of the Belden Center for Private
Enterprise Education

Director of the Economics Program

Budd Hebert, Ph.D.

David M. Johnson, Ph.D., CPA

Robert J. Kelly, Ed.D.

Director of Institutional Testing and Research

George H. Oliver, M.S.A.

Director of Human Resources Program

Robert H. Reely Jr., Ed.D.

Director of the Management Program

Associate Executive Director of the American
Studies Institute

Dean of Lifelong Learning

Marvin Hilliard Robertson, J.D.

Steve Williams, D.B.A.

Director of Graduate Studies

ASSOCIATE PROFESSORS:

David L. Allen, M.B.A., CPA

James Behel, Ph.D.

Phil Brown, Ph.D., CPA

James W. Carr, Ph.D.

Executive Vice President

Executive Director of the American Studies
Institute

Mike Emerson, M.S., CPA

Randall M. McLeod, J.D.

Director of the Marketing Program

Director of the Center for Professional Sales

ASSISTANT PROFESSORS:

Rhonda Bell, M.A.

Bryan Burks, M.B.A., CPA

Associate Dean

Director of the Accounting Program

Marguerite Cronk, M.Sc.

Director of Information Technology

Mark Davis, M.B.A.

Allen Frazier, M.B.A.

Gary Ross, M.S., CPA

Lori Sloan, M.B.A.

Teresa Vick, M.B.A.

The mission of the College of Business Administration is to prepare Christian business professionals for lives of service.

The following specific objectives have been adopted in order to accomplish the above mission:

1. To prepare students for service and leadership roles in church, family and community.
2. To provide students with a good understanding of business principles and concepts and to prepare them for their chosen professions.
3. To strive to help students secure satisfactory employment upon graduation.

The College of Business Administration is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for the offering of the Bachelor of Business Administration (BBA) degrees with majors in accounting, computer information systems, economics, health care management, information technology, international business, management, marketing and professional sales, and the Bachelor of Arts (BA) degree with majors in communication management and human resources.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE MAJORS

Accounting: Entry-level positions leading to careers in corporate, public, and governmental accounting; preparation for the Uniform Certified Public Accountant Examination. Programs can be designed to meet CPA exam eligibility requirements for states with the 150-hour requirement.

Computer Information Systems: Business and computing for professional careers in programming, supervision of programming, and systems analysis and design.

Economics: Professional economists in industry and government; preparation for law and business schools. Graduate or professional school highly recommended.

Health Care Management: Positions in the industry of health care management.

Information Technology: Graduates will find employment in major corporations, government offices, the media industry, libraries and academic institutions – anywhere information is created and managed. Typical tasks include designing and managing information systems, designing and producing information services and products such as publications, Web pages, decision support systems, databases, multimedia products and entertainment products.

International Business: Positions of individual responsibility in a complex, multicultural, and dynamic global business environment.

Management: Supervisory positions in institutional, commercial, and industrial organizations; personnel and retailing positions.

Marketing: Positions in marketing, retailing, and marketing research.

Professional Sales: Personal selling, sales management, and business-to-business selling.

BUSINESS CORE

All Bachelor of Business Administration degree majors require a uniform Business Core of 38 hours. The purpose of the core is to provide understanding of a generally recognized common body of knowledge in business. The Business Core consists of:

Courses	Hours Credit
ACCT 205-206	6
BUS 265*	3
BUS 300	3
BUS 315	3
BUS 343	3
BUS 350	3
BUS 435	2
ECON 201-202	6
IT 101	3
MGT 368	3
MGT 430	3
MKTG 330	3

* MATH 200 is a prerequisite for BUS 265 and serves as the general education requirement in math for all BBA degree majors.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE ACCOUNTING MAJOR (ACCT)

REQUIREMENTS HOURS

General Education (p. 48): 54

You must take MATH 200 and ECON 201. POLS 202 and BMIS 385, 386 or 387 (3 hours) are recommended for global literacy.

Major: 71

Business Core: (38 hours)

Accounting Requirements: (24 hours)
ACCT 301, 302, 304, 305, 335, plus 9 additional ACCT hours.

Business electives (300-level or above):
Must take 9 hours.

Note: Most states now require 150 credit hours to sit for the Uniform Certified Public Accountant (CPA) Examination. Although these additional hours are not specific, some states require at least 30 hours of upper level (300 and above) accounting credit. Therefore, students intending to pursue careers in public accounting may need additional accounting and/or business hours such as ACCT 306, 401, 402, 403, 410 and/or BUS 316. Contact the director of the Accounting Program for additional information.

Remaining Bible: 4

BUS 435, counted above in the Business Core, satisfies the Bible requirement during the semester it is taken. BMIS 386 or 388, recommended above under general education, also satisfies the Bible requirement in the semester it is taken. If not taken, two additional hours of Bible are required.

TOTAL HOURS 129

Minor in Accounting (for non-business majors): 18 hours in accounting. The following additional courses are recommended: BUS 315, 316; ECON 201, 202; MGT 368.

**BACHELOR OF BUSINESS
 ADMINISTRATION DEGREE
 COMPUTER INFORMATION SYSTEMS
 MAJOR (CIS)**

REQUIREMENTS	HOURS
General Education (p. 48): You must take MATH 200 and ECON 201.	54
Major:	62
Business Core: (35 hours) IT 101 is not required.	
Computing Courses: (27 hours) COMP 150 and 151 or COMP 170; 245, 250, 301, 305, 320, 336, 439, 441.	
Electives:	6
COMP 310, 311, and ACCT 301, 302, 303 are strongly recommended.	
Remaining Bible:	6
BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.	
TOTAL HOURS	128
Minor in Computer Information Systems (for non-business majors): 18 hours, including COMP 170, 245, 250, 301, 320; or COMP 150 and 151.	

**BACHELOR OF BUSINESS
 ADMINISTRATION DEGREE
 ECONOMICS MAJOR (ECON)**

REQUIREMENTS	HOURS
General Education (p. 48): You must take MATH 200 and ECON 201.	54
Major:	65
Business Core: (38 hours)	
Economics Courses: (12 hours) ECON 310, 311, 340, 420.	
Other Required Courses: (15 hours) BUS 344 or 346 and 12 additional hours elected from the College of Business Administration.	
Electives:	3
Remaining Bible:	6
BUS 435, included in the Business Core above, satisfies the Bible require-	

TOTAL HOURS 128

Minor in Economics (for non-business majors): 18 hours, including ACCT 205; ECON 201, 202, 310 or 311, 340 or 420; and 3 hours elected in the College of Business Administration.

**BACHELOR OF BUSINESS
 ADMINISTRATION DEGREE**

HEALTH CARE MANAGEMENT MAJOR (HCM)

REQUIREMENTS	HOURS
General Education (p. 48):	54
Major:	68
Business Core: (38 hours)	
Health Care Management Courses: (15 hours)	
Core: HCM 210, 315, 320, 430, 435	
Other Required courses: (12 hours) MGT 332 and 9 additional hours elected in the College of Business Administration including 6 hours in health care management to be selected from HCM 325, 440, 445, 450	
Electives:	3
Remaining Bible:	6
BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.	
TOTAL HOURS	128

**BACHELOR OF BUSINESS
 ADMINISTRATION DEGREE**

INFORMATION TECHNOLOGY MAJOR (IT)

REQUIREMENTS	HOURS
General Education (p. 48): You must take ECON 201 and MATH 200.	54
Major:	62
Business Core: (38 hours)	
Computing Courses: (21 hours) COMP 301; IT 260, 280, 312, 350, 400, 410.	

Electives:

At least one 3-hour elective should be chosen from Internet development courses offered by the College of Business Administration (IT 253), Department of Computer Science (COMP 250), Communication Department (COMM 254), or Art Department.

Remaining Bible:

BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS

Minor in Information Technology (for non-business majors): 18 hours, including IT 101, 253, 260, 280, 350, and 6 hours elected from the College of Business Administration or Computer Science (COMP 150 is recommended).

**BACHELOR OF BUSINESS
ADMINISTRATION DEGREE
INTERNATIONAL BUSINESS MAJOR (IB)**

REQUIREMENTS **HOURS**

General Education (p. 48): 54

You must take MATH 200, ECON 201, GEOG 302, and POLS 202.

Major: 68

Business Core: (38 hours)

International Business: (30 hours) 18 hours of one modern foreign language (or demonstrated proficiency), and IB 432, 433, 434, and ECON 420.

Remaining Bible: 6

PHIL 253, MSN 386, BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS 128

Minor in International Business (for non-business majors): 20 hours, including IB 432, 433; ECON 420, 8 hours of modern foreign language (elementary level or demonstrated proficiency), and 3 hours of upper-level College of Business Administration electives.

**BACHELOR OF BUSINESS
ADMINISTRATION DEGREE
MANAGEMENT MAJOR (MGT)**

REQUIREMENTS **HOURS**

General Education (p. 48): 54

You must take MATH 200 and ECON 201.

Major: 65

Business Core: (38 hours)

Management Courses: (9 hours) MGT 332, 425, and 440. Other management courses are part of the Business Core.

Other Required Courses: (18 hours)

BUS 317 and 15 additional hours elected in the College of Business Administration, including 3 in management and 3 in computing or information technology.

Electives: 3

Remaining Bible: 6

BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS 128

Minor in Management (for non-business majors): 18 hours, including ACCT 205; ECON 202, 322; and 9 hours elected in the College of Business Administration, including 3 upper-level hours. BUS 350 and MGT 368 are highly recommended.

**BACHELOR OF BUSINESS
ADMINISTRATION DEGREE
MARKETING MAJOR (MKTG)**

REQUIREMENTS **HOURS**

General Education (p. 48): 54

You must take MATH 200 and ECON 201.

Major: 65

Business Core: (38 hours)

Marketing Courses: (9 hours) MKTG 331, 400, 415.

Other Required Courses: (18 hours) 6 hours from MKTG 335, 337, 375; 3 hours from PRS 336, 371, MKTG 347, BUS 420; and 9 hours from the College of Business Administration, including 3 in IT.

Electives: 3
 Remaining Bible: 6
 BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.
TOTAL HOURS 128

Minor in Marketing (for non-business majors): 18 hours, including ECON 202; MGT 368; MKTG 330, 331; and 6 hours elected from MKTG 335, 337, 375, 400, 415.

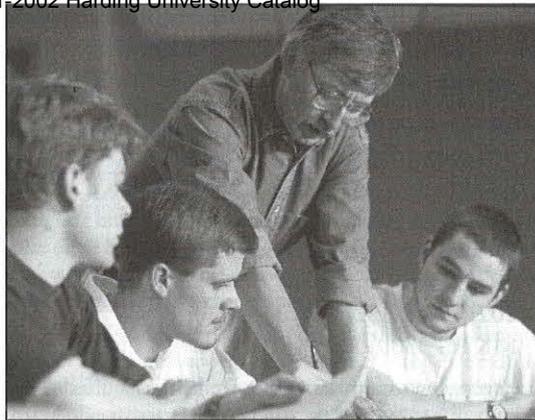
**BACHELOR OF BUSINESS ADMINISTRATION DEGREE
 PROFESSIONAL SALES MAJOR (PRSA)**

REQUIREMENTS HOURS
General Education (p. 48): 54
 You must take MATH 200 and ECON 201.

Major: 68
 Business Core: (38 hours)
 Professional Sales Courses: (15 hours) MKTG 335; PR S 336, 371, 405, 440.
 Other Required Courses: (15 hours) 9 hours from BUS 420, MKTG 331, 400, or 415; PR S 398; 6 additional hours from the College of Business Administration, 3 in information technology recommended.

Remaining Bible: 6
 BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS 128
Minor in Professional Sales (for non-business majors): 18 hours, including ACCT 205; IT 101; MKTG 330; PR S 336, 371.



**BACHELOR OF ARTS DEGREE
 MAJORS**

Communication Management: An interdepartmental major with the Department of Communication providing preparation for positions in telecommunications management.

Human Resources: An interdepartmental major with the Department of Behavioral Sciences providing preparation in human resource management.

**BACHELOR OF ARTS DEGREE
 COMMUNICATION MANAGEMENT MAJOR (CMMG)**

REQUIREMENTS HOURS
General Education (p. 48): 54
 You must take ECON 201.

Major: 60
 Communication Courses (30 hours): COMM 190, 201 or 251, 265, 280, 351, 412, 445, 451; COMO 260 or 261; 6 hours elected in communication.

Business Courses (30 hours): ACCT 205, 206; BUS 317; IT 101; ECON 202; MGT 332, 368; MKTG 330 or PR S 336; 6 hours elected in business.

Electives: 6
Remaining Bible: 8
 BUS 435 is recommended and satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS 128

ACADEMIC PROGRAMS

**BACHELOR OF ARTS DEGREE
HUMAN RESOURCES MAJOR (HR)**

REQUIREMENTS	HOURS
General Education (p. 48):	54
You must take ECON 201 and PSY 201.	
Major:	60
Business Courses (36 hours): ACCT 205, 206; BUS 265, 317, 343; ECON 202; MGT 332, 354, 368, 430; MKTG 330; PRS 371.	
Psychology Courses (24 hours): PSY 380, 382, 385, 400, 406, 407, 412, 415.	
Electives:	6
IT 101 (required); BUS 461; MGT 333, 334.	
Remaining Bible:	8
BUS 435 is required and satisfies the Bible requirement in the semester it is taken.	
TOTAL HOURS	128

ACCOUNTING (ACCT)

205. FINANCIAL ACCOUNTING. (3) Fall, Spring, Summer. Elementary accounting theory, practice, and analysis; conceptual analysis of the full accounting cycle; sole proprietorships and corporations; emphasis on preparation and interpretation of financial statements; coverage of balance sheet items of cash, accounts receivables, inventories, fixed assets, short-term and long-term debt. A grade of "C" or better is required for enrollment in any other accounting course.

206. MANAGERIAL ACCOUNTING. (3) Fall, Spring, Summer. Management use of financial accounting data for planning and control; theories and practice of cost accounting and analysis of data for management decision-making. Study of cash flows, financial statement analysis, cost behavior analysis, cost-volume-profit analysis, cost systems and allocation methods, value chain, budgeting and performance measurement, and capital budgeting decisions. Prerequisite: 205 with a grade of "C" or better.

301. INTERMEDIATE ACCOUNTING I. (3) Fall, Spring, Summer. Accounting history, theory and practice regarding financial statement preparation, analysis and interpretation. Coverage includes cash, marketable securities, receivables, inventories, and fixed assets. Prerequisite: 206 with a grade of "C" or better. A grade of "C" or better is required for enrollment in 302.

302. INTERMEDIATE ACCOUNTING II. (3) Fall,

Spring. Continued coverage of accounting theory and practice including debt and equity investments, noncurrent assets, current liabilities, bonds, leases, stockholders' equity and cash flows. Prerequisite: 301 with a grade of "C" or better. A grade of "C" or better in 302 is required for enrollment in 402.

304. INTRODUCTION TO FEDERAL TAXATION. (3) Fall. An overview of federal taxation and its implications for individuals and proprietorships. Primary focus will be given to individual tax preparations and tax laws. Prerequisite: 301.

305. COST ACCOUNTING. (3) Fall, Spring, Summer. Cost accounting systems for both internal and external reporting covering topics of product costing, budgeting, and decision support. Cost behavior; cost-volume-profit; job order costing; activity-based costing systems; process costing; budgeting and variance analysis; variable, absorption, and throughput costing; decision-making uses of information. Prerequisite: 301.

306. FEDERAL TAXATION. (3) Spring. Federal tax structure including tax law relating to partnerships, corporations, estates, and trusts; preparation of tax returns and tax planning under current tax law. Prerequisite: 304.

307. ADVANCED TAXATION. (3) Offered on sufficient demand. A more detailed examination of federal tax structure and tax law related to individuals, proprietorships, partnerships, and corporations. Research of federal tax law. Prerequisite: 306.

335. ACCOUNTING INFORMATION SYSTEMS. (3) Fall. The effective and efficient use of accounting information systems covering basic AIS implementation and controls. Prerequisite: 301.

367. PROFESSIONAL INTERNSHIP. (3) Summer (or on demand). Practical experience in an accounting/finance environment that enhances the academic training received in the classroom. Students should seek positions with prospective future employers. These must be approved by the director. Credit is given upon approval of a written summary of the experience. Minimum of 320 on-the-job hours required. Prerequisite: 302, 304, or 305.

401. ACCOUNTING FOR NONPROFIT ORGANIZATIONS. (3) Fall. Accounting for governmental units and nonprofit organizations. Prerequisite: 302.

402. ADVANCED ACCOUNTING. (3) Spring. Coverage of advanced accounting theory and practice issues including revenue and expense accounts, deferred taxes, pensions and consolidations. Prerequisite: 302 with a grade of "C" or better.

403. ACCOUNTING THEORY. (3) Spring. Detailed review of Generally Accepted Accounting Principles as promulgated by the official pronouncements of the APB, FASB, AICPA, etc.; review of past CPA examinations. Prerequisite: 302, 304 and 305.

404. FINANCIAL ANALYSIS. (3) Fall. Development of an analytical approach to financial statements, integrating relevant accounting and finance concepts and principles; cur-

ness torts, white-collar crimes, contracts, property, and sales.

316. COMMERCIAL LAW. (3) Fall, Spring. Commercial paper, secured transactions, debtor-creditor rights, suretyship, bankruptcy, agency, partnership, corporations, and accountant liability. Prerequisite: 315.

317. LEGAL ENVIRONMENT OF BUSINESS. (3) Spring. Administrative law and governmental regulations affecting business, including the constitutional basis of regulation of business, the law of the environment, consumers' rights, insurance, computers, international business transactions, unfair competition, anti-trust, and franchising.

343. MANAGERIAL FINANCE. (3) Fall, Spring, Summer. Aspects of business organization, including promotion, organization, capitalization, expansion, reorganization, and fiscal operations; management and financing of modern corporate forms of business enterprise. Prerequisites: ACCT 206, BUS 265, and ECON 202.

344/544. INVESTMENTS. (3) Offered on sufficient demand. Theory, concepts, and principles of investment decisions. Portfolio construction and management; investment media; fundamental and technical analysis; tools of investment analysis; psychological aspects of the market. Prerequisite: 343.

346. MONEY AND BANKING. (3) Spring. Role of financial institutions in the money and capital markets of the U.S., including supply of and demand for funds, interest rates, and flow of funds analysis. Theory and practice of bank management, including history of banking and bank regulation, current theories of bank operations, and principles of operations relating to loans, credit analysis, and security portfolios. Analysis of Federal Reserve regulations, activities, and publications. Prerequisite: BUS 343.

350. BUSINESS COMMUNICATIONS. (3) Fall, Spring, Summer. Composition of effective business letters and reports. Characteristics of good business writing and development of basic letter plans applicable to principal business functions. Preparation of personal resumé and application letters. Oral communication in business. Prerequisites: ENG 211, BUS 105 or equivalent skill, and COAP 101.

420. NEGOTIATIONS. (3) Spring. A systematic approach for developing negotiations that arise between individuals, organizations, and/or their environment. The course will utilize cases, readings, videos, and negotiating skills in a variety of situations. Prerequisite: Senior standing.

435/535. CHRISTIAN BUSINESS ETHICS. (2 or 3) Fall, Spring. Ethical teachings of the Bible as applied to business. Biblical passages related to business conduct, corporate ethics, individual ethics, and mutual responsibilities of employers and employees. An approved substitute for Bible the semester it is taken. Prerequisite: Senior standing or completion of 24 hours business core.

443/543. ADVANCED FINANCIAL MANAGEMENT. (3) Offered on sufficient demand. Capital budgeting, debt policy, dividend policy, and working capital management. Conceptual understanding of the impact of financial man-

rent topics in financial analysis; application of analytical tools to investment and credit decisions; management of current assets and liabilities. Prerequisites: ACCT 302 and BUS 343.

405. COST MANAGEMENT. (3) Spring. A case study approach to the uses of internal financial and non-financial information for decision making. Recent developments in cost systems and accounting for quality costs. Prerequisite: ACCT 305.

410. AUDITING I. (3) Spring. Audit theory, legal responsibilities and professional ethics. Evaluations and testing of internal controls using statistics, gathering evidence through substantive tests, audit reports. Prerequisites: 302 and 335.

411. AUDITING II. (3) Offered on sufficient demand. Audit theory and study of generally accepted auditing standards. Prerequisite: 410.

460. TAX RESEARCH. (3) Offered on sufficient demand. A seminar designed to develop practical research and communication skills in the field of federal income taxation. Current tax issues and problems. Communicating conclusions through methods used in public accounting firms. Authority of tax law. Prerequisite: 306.

BUSINESS (BUS)

105. INTRODUCTORY KEYBOARDING. (3) Fall. Typewriter and 10-key keyboards; basic operating techniques with emphasis on efficiency and accuracy.

235. THE WORLD OF BUSINESS. (3) Fall, Spring. An overview of the business world, including marketing, management, finance, accounting, economics, computing, business law, and global awareness.

250. INDEPENDENT STUDY. (1-3) Offered on demand.

265. QUANTITATIVE BUSINESS ANALYSIS. (3) Fall, Spring, Summer. Quantitative techniques used in business and economics. Finite mathematics including linear equations, linear programming, mathematics of finance and advanced statistical analysis, including regression analysis, ANOVA, chi square and non-parametric techniques. Applications will be solved using electronic spreadsheets and other computer software. Prerequisite: MATH 200, IT 101 or equivalent skill.

300. E-COMMERCE. (3) Fall, Spring. A survey course presenting an overview of the major elements of e-commerce. Major areas of focus include marketing, business strategy and information technology as they apply to e-commerce.

301. AMERICAN STUDIES. (1-3) Independent study for honor students enrolled in the American Studies Institute. Research into business/industry and government, including on-site visits for information gathering; written summation and evaluation of the visits. Prerequisite: American Studies Institute membership.

315. BUSINESS LAW. (3) Fall, Spring, Summer. Law, sources of law, and the functioning of the legal system; busi-

agement decisions on firm value. Prerequisites: BUS 343 and consent of instructor.

450. INDEPENDENT RESEARCH. (1-3) Offered on demand. Research techniques and procedures assignments for majors with high scholastic ability and clearly defined professional goals. Prerequisite: Consent of the major advisor and the dean.

460/560. PROFESSIONAL BUSINESS COMMUNICATIONS. (3) Offered on sufficient demand. An advanced business communications course which addresses skills not addressed in other courses. Technical writing instruction for common and specialized correspondence; performance evaluations, negotiation skills, and an annual report project. Prerequisites: BUS 350 and consent of instructor.

461. FIELD EXPERIENCE IN HUMAN RESOURCES. (3) Fall, Spring. Participation in an approved human resources setting with supervision by management and/or psychology faculty. Prerequisite: Purchase of professional liability insurance through Harding University.

625. BUSINESS EDUCATION. (3) Offered on demand. Historical review; current philosophies and attitudes; curriculum development at the secondary school level; the challenging role of business education in a changing business and industrial environment.

650. INDEPENDENT RESEARCH AND DIRECTED READINGS. (3-6) Offered on demand. Individual study for qualified graduate students. Prerequisite: Consent of Director of Business Education.

658. THESIS. (3)

ECONOMICS (ECON)

201. MACROECONOMICS. (3) Fall, Spring, Summer. The overall workings of the economy and its major subdivisions; our economic system, business cycles, money and banking, national income accounts, and stabilization policy.

202. MICROECONOMICS. (3) Fall, Spring, Summer. Market mechanisms, applications of supply and demand, business models, product and factor markets, global business, economic development, and comparative systems. Prerequisite: 201 or consent of instructor.

310/510. INTERMEDIATE MACROECONOMICS. (3) Fall of odd years. An in-depth study of general equilibrium. The overall workings of the economy studied in terms of the investment market, goods market, and money market. Analysis of forecasting, Fiscal and monetary policy. Prerequisites: 201-202.

311/511. INTERMEDIATE MICROECONOMICS. (3) Spring of even years. Consumer theory, indifference curves, supply and demand, production theory, perfect competition, pure monopoly, oligopoly, monopolistic competition, welfare theory, and other related topics. Prerequisites: 201-202.

322. PERSONAL FINANCE. (3) Fall, Spring, Summer.

Managing personal finances; Inflation and recession, tax problems, insurance, annuities, credit, budgeting, financial planning, home ownership, bank accounts, investments, and social insurance programs.

340/540. ECONOMIC HISTORY. (3) Spring of odd years. Evolution of economic ideas and events from ancient to modern times; analysis of the American economy from colonial times, with emphasis on the period from the industrial revolution to the present. Location forecasting is emphasized. Prerequisites: 201-202.

420/520. COMPARATIVE ECONOMIC SYSTEMS. (3) Fall of even years. Application of macro and microeconomics analysis to evaluate traditional, command, market, and mixed economies, past and present, with respect to fulfilling the economic goals of freedom, efficiency, growth, stability, justice, and security. Prerequisites: 201-202.

445/545. FREE MARKET ECONOMICS. (3) Offered on sufficient demand. Instruction to dramatize, simplify, and enrich the understanding of economic individualism and the concept of freedom applied to a market economy. Cost-benefit analysis is applied to evaluate the balance between the private and the public sector in economic policy and performance.

HEALTH CARE MANAGEMENT (HCM)

210. PRINCIPLES OF HEALTH CARE MANAGEMENT. (3) Fall, Spring. This course identifies the characteristics of health care organizations and the dimensions of management in such organizations. Examination and application of the principles of management necessary for the successful operation of health care organizations.

315. SURVEY IN HEALTH INFORMATION SYSTEMS. (3) Spring. An overview of the technology of computers in the health care field. Various types of software available for health care and their applications in health care settings. Emphasis on information systems for managed care, information systems that aid in obtaining reimbursement and controlling business and support operations, information systems that reduce the labor-intensive function associated with patient care information and allow for multiple access of patient records.

320. MANAGED CARE. (3) Fall. Examines the dimensions of managed care including types, structures, management strategies, relevant policy issues and marketing approaches; relationships between provision of medical care and various types of managed care organizations, emphasis on health maintenance organizations (HMOs) and preferred provider organizations (PPOs). Overview of health care reform, governmental strategies and policies of managed care with emphasis on Medicare and Medicaid.

325. LEGAL ISSUES IN HEALTH CARE ORGANIZATIONS. (3) Fall. Deals with the interrelationship of our legal system with the structure and functions of health care institutions including legal aspects of hospital mergers

and corporate reorganization. A comprehensive examination of the legislative initiatives that led to deregulation and market competition and the legal issues an institution faces in providing care for all individuals.

430. FINANCIAL MANAGEMENT OF HEALTH CARE ORGANIZATIONS. (3) Fall. Examines principles and applications of financial management of health service delivery settings. This includes dealing with financial risk, capitation and risk sharing, provider reimbursement i.e. per diems, DRGs, etc. and the value of diversification and incremental benefits. Prerequisite: 210.

435. OPERATIONAL PLANNING AND BUDGETING. (3) Spring. Involves the nature of budgeting in health care organizations as an institutional planning tool and as a cost control device. Attention is given to the salary expense budget, the revenue budget, the capital budget and the cash budget. Prerequisites: 210, 430.

440. MANAGING CHANGE IN HEALTH CARE ORGANIZATIONS. (3) Spring. Deals with the many changes facing the health care industry. This course will assess strategies for health care labor relations, cost of service, market share, managed care activity and physician/administration rapport. Prerequisite: 210.

445. SUPERVISORY MANAGEMENT FOR HEALTH CARE ORGANIZATION. (3) Fall. Focuses on the managerial functions of planning, organizing, staffing, influencing and controlling. This course will also cover organization design, performance appraisal, quality circles, individual and small group behavior, motivation and equal and fair employment practices. Prerequisite: 210.

450. FIELD EXPERIENCE IN HEALTH CARE MANAGEMENT. (3) Spring. This course provides the student approved participation in a health care management setting with the supervision of management and business faculty.

INFORMATION TECHNOLOGY (IT)

101. INTRODUCTION TO INFORMATION TECHNOLOGY. (3) Fall, Spring. To practice computer skills necessary for essential creation and access of information. Topics include hardware, connectivity, infrastructure, and personnel. Also practice with user interfaces, data organization, spreadsheets, word processors, database and electronic presentations. Must demonstrate a degree of competence in a specific skills-set.

253. INFORMATION DISTRIBUTION. (3) Fall, Spring. Examines the use of computer networks to share information among business communities and individuals. The major focus of the course will be the Internet and World Wide Web applications; however, organizational use of the Internet, intranets and extranets will also be included. Prerequisite: IT 101.

260. INFORMATION DEVELOPMENT. (3) Fall, Spring. Includes organizing, accessing, reporting, and presenting

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information necessary for management functions and decision making. May involve intermediate or advanced use of spreadsheet and database products. Prerequisites: IT 101, ACCT 206.

280. BUSINESS APPLICATIONS PROGRAMMING. (3) Fall. An intermediate level of Visual Basic programming is achieved. Topics include object oriented programming, Visual Basic controls and events, data operations and built-in functions, input/output procedures, repetition, decision and database Active X objects.

312. NETWORK ADMINISTRATION. (2-3) Spring. Practically addresses IT organization, communication networks, hardware and infrastructure development and maintenance. Demonstrations and hands-on training involving network components, hardware, and infrastructure. IT majors and minors must take this course for 3 hours, with the third hour consisting of an internship of at least 110 hours. Prerequisite: IT 101.

350. SYSTEMS PLANNING AND MANAGEMENT. (3) Fall. In order to efficiently utilize modern computing, it is essential that systems strategies correctly match current and projected business requirements. This requires accurate and efficient planning and evaluation of any system requirements and product specifications. The unit is designed so as to equip the student to appreciate the issues involved in management and planning of resources to meet this requirement. Prerequisite: IT 101.

400. INFORMATION TECHNOLOGY PROJECT MANAGEMENT. (3) Fall. This course combines planning, organization and control techniques with information technology to develop strong theoretical and practical skills in project management. It addresses the fundamental difference between project and general management. It highlights the importance of project planning and discusses the processes of networking, scheduling and resource allocation. It also includes discussions on project monitoring and performance management, cost/schedule control systems, risk assessment and analysis, and human resource management in the project environment. The use of management information systems to assist in planning and controlling project activities is emphasized. Students are required to use a personal computer-based project management software package and may also use other software such as spreadsheets and databases or graphics software in a project management system application.

410. INFORMATION TECHNOLOGY PROJECT. (3) Fall. This is the capstone course for the IT major. This course is designed to be a major piece of independent work that brings together the skills students have acquired during the major. Emphasis is placed on the student's ability to demonstrate project management and interpersonal communication skills in addition to technical expertise in the analysis, design and implementation of business information systems. Prerequisite: IT 400, 110 hours internship.

INTERNATIONAL BUSINESS (IB)

232. INTRODUCTION TO INTERNATIONAL BUSINESS. (3) Offered on sufficient demand. An independent study class for HUF students only. Examination of international trade, foreign investments, international organizations, and monetary systems; synthesis of the foreign environment to include identification of physical, social, cultural, political, legal, financial, labor, competitive, and economic forces that come to bear on the typical multi-national corporation in today's world.

432. INTERNATIONAL BUSINESS. (3) Fall. Concerns of both smaller-sized firms and multinational corporations. Discussion of operations with the context of changing global economies. The need to integrate solid international business practices with an understanding of differing cultural, business, and social practices.

433. INTERNATIONAL MARKETING. (3) Spring. Development of global marketing strategies. Development of marketing programs that are global in their distribution and highly interlinked. Alliances and strategic partnering. Sensitivity to cultural differences together with a "world citizen" perspective as part of the daily thought process of an international marketing strategy.

434. INTERNATIONAL BUSINESS PRACTICUM. (3) Fall, Spring, Summer. Firsthand experience with companies operating in the international business arena. Field work such as an internship with a global company; overseas study in an approved business program, or guided, on-site visits to international corporate facilities. A final report is required. Prerequisite: Consent of the director of the International Business Program.

MANAGEMENT (MGT)

332. HUMAN RESOURCE MANAGEMENT. (3) Fall, Spring. Selection, placement, training, wage administration, performance evaluation, and discharge of employees.

333. COLLECTIVE BARGAINING. (3) Fall. A review of the history of the labor movement in the United States and other pertinent countries; the legal support systems and regulations; leadership/management responsibilities in negotiated agreements; union and management viewpoints; relationships of grievances, bargaining and arbitration; current labor trends; and projected future developments and forecasts. Prerequisite: MGT 332.

334. COMPENSATION AND BENEFITS. (3) Spring. The purpose of this course is to provide an introduction to the management of employee compensation and benefits. Learning objective will focus on roles of reward systems; legal and governmental constraint; evaluation systems; structure of wage and salary systems; incentive-based compensation; methods of compensation for the multi-national organiza-

tion, and administration. Critical thinking and analysis of strategic decision making for internal consistency, external competitiveness, employee contributions, administrative responsibilities, etc. will be developed. Prerequisite: MGT 332.

354. PRODUCTIONS/OPERATIONS MANAGEMENT. (3) Fall, Spring. The production function of business, including the economics of production, capital investment, research and development, product design and services, and quality management (QM). Specific QM topics addressed include statistical quality control, production inventory planning and control (PIPC) systems, forecasting, and just-in-time inventory management. Other topics include location and design of facilities, energy management, and managing job safety and health. Prerequisite: BUS 265.

365/565. ENTREPRENEURIAL MANAGEMENT. (2 or 3) Fall. A practical training ground for any major, supplementing academic business training with an emphasis on the entrepreneurial spirit. The class takes an innovative approach to projected market share, sales, production, human resources, financial and management practices to ensure that an entrepreneurial idea is successful in the market place. Prerequisite: Junior or senior standing.

368. MANAGEMENT AND ORGANIZATIONAL BEHAVIOR. (3) Fall, Spring, Summer. Techniques and policies needed to handle human relations problems in business, government, and education. Organizational behavior, motivation, leadership, formal and informal organization, social environment, and communication and group processes.

425/525. ORGANIZATIONAL THEORY AND STRUCTURE. (3) Fall, Spring. Organizational structures, effectiveness and efficiencies, and purpose of design; use of case study approach. Prerequisite: 368.

430/530. ADMINISTRATIVE POLICY SIMULATION. (3) Fall, Spring. Use of a management game to integrate and utilize decision-making concepts and techniques studied in earlier courses. Students act as top managers of a company in competition with their rivals in computer-simulated industry. Emphasis on formulation of business objectives, forecasting, planning, and analytical decision-making. Prerequisite: ACCT 206; BUS 265 and 343; MKTG 330.

440/540. BUSINESS LEADERSHIP. (3) Fall, Spring. Development of leadership skills and qualities. Local and regional business leaders provide insight to development of leadership abilities for the church, community, and profession. Prerequisites: Senior classification and consent of instructor.

475. DISTRIBUTION MANAGEMENT. (3) On sufficient demand. The three areas of operation: receiving, order filling, and shipping. On-site observation and analysis of physical distribution, human resource, loss prevention, and maintenance. Prerequisite: MGT 368.

MARKETING (MKTG)

330. MARKETING. (3) Fall, Spring. An introductory course. Choosing target markets, assessing their needs, developing products and services, and delivering them at a value to the customer and a profit to the company. Developing a managerial point of view in planning and evaluating marketing decisions.

331. CONSUMER BEHAVIOR. (3) Fall. Sociological and psychological applications in consumer behavior with an emphasis on the relevance of these concepts for the marketing manager. The development of concepts and constructs employed to identify and measure market segments and analyze behavioral patterns of these segments as a basis for marketing strategy. Prerequisite: 330.

335/555. BUSINESS-TO-BUSINESS MARKETING. (3) Spring. Study of marketing concepts and strategies for organizational customers in industry, government and institutional settings. Addresses the special challenges of the business-to-business environment such as assessing marketing opportunities, organizational buying processes, organizational buying behaviors and business marketing strategies. Prerequisite: MKTG 330.

337/537. RETAIL MARKETING. (3) Spring. The development of policies, methods, and managerial strategies to accommodate the rapidly changing retail environment. Prerequisite: MKTG 330.

347. PROMOTIONAL STRATEGIES. (3) Fall of even years. Promotional methods, including advertising, sales promotions, publicity and sales. Situation analysis, objectives, budgeting, campaign tactics, selection of media and message, measurement of effectiveness, and follow-up evaluation. Prerequisite: MKTG 330.

375/575. INTERNET MARKETING. (3) Fall. Study of Internet marketing concepts and tools focused on global electronic enterprises. This course addresses the integration of the Internet and Web into the business enterprise and marketing environment. Concepts include electronic markets, user and demographic characteristics and behavior, marketing strategies, and the management of Internet and digital business tools. Prerequisite: BUS 300, IT 101, MKTG 330 (or with consent of instructor).

400/500. MARKETING RESEARCH. (3) Fall. Research methodology and the application of current research tech-

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niques in solving marketing problems. Includes research project encompassing all aspects of research from problem definition to report presentation. Prerequisite: BUS 265 and completion of 6 hours of marketing courses.

415/515. MARKETING MANAGEMENT. (3) Spring. The analysis, planning, implementation, control, and evaluation of programs and strategies designed to serve target markets in pursuit of organizational and marketing objectives. Philosophies, decision-making skills, strategic alternatives, analyzing opportunities, planning and budgeting, and organization of the marketing function. Prerequisite: Completion of 9 hours of marketing courses and senior standing.

PROFESSIONAL SALES (PRS)

336. PRINCIPLES OF SALES. (3) Fall, Spring. Basics of personal selling are examined with emphasis on understanding the buyer, selling environment, selling techniques and personal selling fundamentals.

371/571. RELATIONSHIP STRATEGIES. (3) Spring. Developing an understanding of relationship strategies; adjusting one's own behavior to fit a prospect or customer's needs.

398/598. SALES MANAGEMENT. (3) Fall. Administrative functions performed by the sales force director, including personnel selection, initial training and ongoing development, compensation, supervision, counseling, improving sales performance, scheduling activities of salespersons, and evaluation and control of performance. The relationship between sales and other parts of the organization. Prerequisite: PRS 336.

405. INTERNSHIP II. (3) Summer. Internship with a professional sales organization to gain on-the-job experience. The organization is chosen by the student and department head; supervision is by a faculty member. A written report is required. A minimum of 320 on-the-job hours is required. Prerequisites: PRS 336, 371.

440. SENIOR COLLOQUIUM. (3) Fall, Spring. A pragmatic classroom application of success principles including advanced communications, negotiations, and sales simulations. Students participate in seminar workshops hosted by successful salespersons. Prerequisite: PRS 371.

College of Education

DEAN: Lewis "Tony" Finley, Ed.D.

DISTINGUISHED PROFESSOR:

Betty Watson, Ed.D.

Director of Early Childhood Education
and Co-Director of Undergraduate
Teacher Education

PROFESSORS:

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Maribeth Downing, Ph.D.

Lewis "Tony" Finley, Ed.D.

Jim Nichols, Ed.D.

Director of Graduate Studies

Gordon Sutherlin, Ed.D.

ASSOCIATE PROFESSORS:

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Karen Coy, Ed.D.

Ed Higginbotham, Ed.D.

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Raymond "Donny" Lee, Ed.D.

Jan Morgan, Ed.D.

Director of Middle Childhood/Early
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Administrative Assistant to the Dean and
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ASSISTANT PROFESSORS:

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Clara Carroll, Ed.D.

Director of Professional Field Experiences

Carol Douglass, M.Ed.

Connie Elrod, M.Ed.

Director of the Professional Center

Karen Horton, M.Ed.

Director of the Curriculum Lab

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INSTRUCTOR:

Christine Pruitt, M.Ed.

ASSISTING FROM OTHER DEPARTMENTS:

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Michael Hardy, Ph.D.

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John Keller, Ph.D.

Mike Pruitt, D.A.

Keith Schramm, M.S.E.

Travis Thompson, Ph.D.

Rebecca Weaver, Ph.D., CCC-SLP

The mission of the College of Education is to prepare teachers who are scholarly, nurturing and self-directed facilitators of student learning.

The basic beliefs of the program are summarized as follows:

1. Candidates must earn at least a baccalaureate degree with studies in the liberal arts, their field of specialization, and professional education.
2. Candidates must develop a commitment to professional preparation and achievement.
3. Candidates must enter their professional careers as qualified, competent practitioners and as responsible members of the community.
4. Candidates must prize individual and cultural differences and promote the development of moral values.

PROGRAM OVERVIEW

Administration: The dean of the College of Education is the chief administrator and certification officer of the College of Education. The Administrative Council for Teacher Education (ACTE), comprising both faculty and students, formulates policies and coordinates aspects of the Teacher Education Program and is chaired by the dean of the College of Education. The Committee on Admission and Retention to Teacher Education (CARTE) recommends criteria in this area, applies the policies adopted by ACTE and is co-chaired by the co-directors of the Teacher Education Program.

Undergraduate: The College of Education offers pro-

grams leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Music Education degrees.

Special Note: Majors in elementary education K-6, 1-6, and special education will not be available to freshman entering after June 1, 1998. The Arkansas State Board of Education has eliminated licensure at these levels and has added early childhood (EC) education and middle childhood/early adolescence (MCEA) education in their place. Course of study, admission and retention requirements into the Teacher Education Program and into the professional semester will be identified in this catalog and subsequent catalogs.

Teaching areas for freshmen enrolling after June 1, 1998, are available in early childhood education, middle-childhood/early adolescence education and secondary areas of licensure. A program of studies leading to a special education endorsement may be added to any level. A student may add an early childhood special education endorsement (ages 0-8) or a middle/secondary special education endorsement (grades 4-12). Secondary content areas include licensure in art, life science/earth science, physical science/earth science, English/language arts, French, kinesiology/health/coaching, mathematics, music education, social science, Spanish, drama/speech, and family and consumer sciences. Students may add endorsements to each level by meeting Arkansas licensure requirements in Teaching English as a Second Language (TESL) or special education.

Arkansas Teacher Licensure After January 1, 2002: Students completing the Teacher Education Program in early childhood, middle childhood/early adolescence education or secondary education after January 1, 2002, will receive an initial Arkansas Licensure for 1-3 years. During this induction time the teacher will be mentored by in-school mentors and evaluated by an ETS Praxis III assessor. Upon successful completion of two evaluations, the candidate will be eligible for a standard 5-year Arkansas teaching license in their field. These candidates must take MATH 151 and EDFD 203 in the General Education Program.

Graduate Studies: The College of Education offers the Master of Arts in Teaching, Master of Education and Master of Science in Education degrees with majors in elementary education, district and building level educational leadership, reading, secondary education,

and early childhood special education. Other areas may be added during the year. Please confer with the director of graduate studies for current offerings. The University is extending educational opportunities beyond the Searcy campus. Enrollment, advisement, and degree program information are provided by the Searcy campus. For information concerning endorsements and licensure in educational leadership, including building level and district level, TESL, gifted and talented education, reading, and courses through distance learning, contact Dr. Jim Nichols, director of graduate studies, Box 12261, Harding University, Searcy, AR 72149-0001. Or e-mail jnichols@harding.edu.

Accreditation: The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and North Central Association (NCA). In addition, programs leading to licensure are approved by NCATE and the Arkansas Department of Education.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

All students seeking licensure must apply for and be admitted to the Teacher Education Program. Criteria for admission to and retention in the Teacher Education Program include emotional stability; ability to communicate effectively through speaking and writing; personal, social, moral, and ethical fitness; general intellectual ability; and pre-teaching field experiences.

To be admitted to the Teacher Education Program, you must:

1. Be enrolled as a student at Harding University.
2. File a formal application for admission into the program with the director of teacher education. This must be completed during the semester you are enrolled in EDFD 202. Transfer students who plan to teach should make application for admission to the Teacher Education Program if you have completed 45 semester hours of work. Admission to the Teacher Education Program is a prerequisite for admission to all required professional education courses except EDFD 202, 203 and SPED 303.

The following deadlines apply to applications for the Teacher Education Program:

- Fall semester August 1*
 Spring semester November 1
 Summer semester April 1

*Students planning to enroll for the first time in education courses (except EDFD 202 and 203) for the fall semester should apply for admission to the Teacher Education Program in American Studies 113 during the previous spring semester.

3. Submit a curriculum plan showing a program of study approved by the academic advisor to a co-director of Teacher Education in your field in American Studies 113.
4. Have at least a 2.5 GPA at the time of admission and complete the Praxis I with scores at or above the following: Reading, 172; Writing, 173; Mathematics, 171.
5. Demonstrate proficiency in English by completing ENG 113 and 211 with a minimum grade of "C."
6. Demonstrate proficiency in oral communication by completing COMO 101 with a minimum grade of "C."
7. Demonstrate proficiency in mathematics by completing MATH 151 with a minimum grade of "C." MATH 200 will not meet this requirement.
8. Complete EDFD 202 and 203 with a minimum grade of "C."
9. Be free of mental or physical conditions inimical to effective teaching.
10. Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation from University personnel are used, and special interviews may be required to make evaluations in these areas. In addition, information obtained from the instructors of EDFD 202, the dean of students and the University faculty will be used.
11. Have a recommendation form completed by the chair or the chair's designee of your appropriate major academic area and two faculty members from whom courses have been or are being taken.

Continuation in the Teacher Education Program is predicated upon maintaining the requirements for initial admission to the program. Failure to maintain these requirements will result in probation or suspension from the Teacher Education Program.

ACTE may impose further standards not specified in this catalog or change present standards as the need arises in order to conform to the standards of NCATE and the regulations of the Arkansas Department of Education for teacher licensure. Such changes become a part of the Teacher Education Program requirements at the time specified by the council or Arkansas Department of Education (ADE).

TO BE RETAINED IN THE TEACHER EDUCATION PROGRAM

At the end of each semester, the names of students applying for admission into the teacher education program and the names of those already admitted will be sent to the dean of students requesting that the office note those, if any, whose behaviors required administrative action. In addition, the co-directors of teacher education will monitor students' overall GPA and GPA in their majors to ensure continued compliance with a minimum GPA of 2.5 in each.

If there is an indication of inappropriate behavior, questionable personal characteristic or concern, the CARTE committee will determine what action, if any, should be taken. Choice of actions may include one of the following:

1. Monitor specific behaviors or accomplishments.
2. Arrange an interview with a committee composed of representatives from CARTE, one student, one faculty member from the student's academic major and one faculty member from the School of Education.
3. Place student on probation with specific expected behavior, course of study, minimum GPA required, or other action to be completed in order to continue in teacher education.
4. Drop student from the teacher education program. This would also result in the student being unable to complete the student-teaching semester.

ADMISSION TO THE SUPERVISED TEACHING SEMESTER

Admission to the Teacher Education Program does not guarantee retention.

At least one semester before the supervised teaching semester, request for admission to supervised teaching must be made by filing the required application forms with the co-directors of teacher education. The following deadlines apply: For supervised teaching during a fall semester, applications must be submitted by March 1. For supervised teaching during a spring semester, applications must be submitted by October 1. If you do not student teach the semester of application, you must reapply for student teaching.

In order to be admitted to the supervised teaching semester, students must complete the general education and teacher education requirements to the satisfaction of CARTE.

Applicants for the supervised teaching semester in Early Childhood Education must complete EDFD 202*, 203, 311*; SPED 303; ELED 310, 408, 410, 411, 412, 413, 420; BIOL 408, ENG 350, MATH 240, SPED 409, and 15 hours selected from ART 211, COMD 215, FCS 351, GEOG 302 or 303, MUS 316, and KINS 330 (for Early Childhood Education) or HED 203 (for MCEA), prior to the supervised teaching semester.

Applicants for the supervised teaching semester in Middle Childhood/Early Adolescence Education must complete EDFD 202*, 203, 311*; SPED 303; ELED 310, 408, 412, 413, 420; ART 211, BIOL 408, ENG 350, GEOG 302 or 303, HED 203, MATH 240, MUS 316, and SEED 416 prior to the supervised student teaching semester.

Middle Childhood/Early Adolescence Education majors in integrated mathematics/science must also have completed all math and science content courses. The integrated language arts/social science MCEA majors must have completed all language arts/social science content courses prior to their student teaching semester.

Applicants for the supervised teaching semester in Secondary Education, except for family and consumer sciences majors, must complete EDFD 202*, 203, 311*; SEED 310; and one course from SEED 419-430. (Special methods courses are offered only once

a year.) Students in family and consumer sciences must complete EDFD 202*, 311*; SEED 310*, 424; and FCS 322 or 323. Students must also complete, or be able to complete during the supervised teaching semester, the minimum Arkansas licensure requirements in the subject-matter area in which supervised teaching is to be done.

*EDFD 202 and EDFD 311 must be taken at Harding University.

**EDFD 320 will be dropped three semesters after EDFD 202 begins in Spring 2000 and is required for those taking EDFD 201 but not 202. A one hour technology class will be added for candidates transferring and needing the technology component of EDFD 202.

To be admitted to and to complete the supervised teaching semester, you must:

1. Be admitted to the Teacher Education Program.
2. File a formal application for admission in the Teacher Education Office, American Studies 113, before the listed deadlines.
3. Have approval of the advisor in your major.
4. Have approval of your professional education advisor.
5. File in the office of the co-directors of undergraduate teacher education a curriculum plan showing a program of study which has the approval of both your major and professional advisors.
6. Complete all catalogued prerequisites to the supervised teaching semester.
7. Complete Arkansas licensure and College of Education requirements in your academic major. Family and consumer sciences majors must have 32 hours of the family and consumer sciences requirements completed.
8. Have at least a 2.5 GPA.
9. Have at least a 2.5 GPA in the major. For the early childhood (P-4), middle childhood/early adolescence (4-8) and secondary education (P-12 or 7-12) majors, have at least a 2.5 GPA in the professional, content and specialization courses required for the major.
10. Have a minimum grade of "C" in each required professional education course, including all field experiences.
11. File a request for degree with the registrar.

12. It is recommended that PRAXIS II exams be taken before student teaching.*

*PLT after completing EDFD 311; specialty area exams of content coursework should be completed prior to student teaching in that area.

Candidates must complete with grade "C" or better: EDFD 311; ELED 310, 441, 442, 481; SEED 310, 417, 419-431, 451, 461, 480, 481; SPED 310, 418, 419, 475, 481.

SUPERVISED TEACHING SEMESTER

During the supervised teaching semester, early childhood majors must enroll in SPED 419 and ELED 441. Middle Childhood education majors must enroll in ELED 442 and SPED 419. Special education (mildly disabled) endorsements will require enrollment in SPED 419 and 481. Secondary education majors must enroll in SEED 417, 419-431, 451 or 461, 480; and SPED 418. Special Methods for Secondary Teachers, SEED 419-431, must be taken prior to or concurrent with the supervised teaching semester. These are only offered once during a calendar year. Courses required in the supervised teaching semester must be taken in residence at Harding unless otherwise approved by the dean of the College of Education. Candidate must make a "C" or better in the above professional education courses and field experiences courses.

The maximum credit that can be earned during the supervised teaching semester normally is 16 hours. The dean of the College of Education may permit additional hours when circumstances justify.

LICENSURE EXAMINATIONS

All candidates in the Teacher Education Program must take the Praxis II Principles of Learning and Teaching and the appropriate Specialty Area Tests. By action of the Arkansas General Assembly, appropriate Praxis I scores and Praxis II scores must be submitted to the Arkansas Department of Education in each area for which licensure is sought. The Arkansas Department of Education has set minimum scores that must be achieved on the various sections of the Praxis I and Praxis II in order for candidates to obtain licensure in Arkansas. Individual students' score reports must be on file in the Office of Institutional Testing and

Research. Praxis III assessment will be after the first year of employment in a teaching position.

**BACHELOR OF ARTS DEGREE
EARLY CHILDHOOD (ECED)/MIDDLE
CHILDHOOD/EARLY ADOLESCENCE
MAJOR**

REQUIREMENTS	HOURS
General Education (p. 48):	55

ART 101; MUS 101; KINS 101; One KINS activity; GEOG 302 or 303; HIST 101 or 102, 110 or 111; POLS 205; BIOL 111 or 113; PHS 111 or 116; MATH 151; COMO 101; ENG 113, 211, 201 or 202; One Global Literacy course (BMIS 385, 386 or 387); 12 hours of Bible; EDFD 203, required in place of PSY 201, is counted below in the hours required for the major.

Major:

Early Childhood Education or Middle Level Childhood/Early Adolescence Education (23 hours): EDFD 202, 203; MUS 316; ART 211; MATH 240; KINS 330 (Early Childhood); HED 203 (Middle Childhood); ENG 350; SPED 303.

After admittance to Teacher Education: Education Core (20 hours) — EDFD 311; ELED 310, 408, 412, 413, 420; BIOL 408.

Track A: Early Childhood (15 hours) — ELED 410, 411; COMD 215; FCS 351; SPED 409; Elective (1 hour).

Track B: Middle Childhood/Early Adolescence

Track B1 (15 hours) (MLMS) Math/Science (Grades 4-8).

BIOL 111/113; PHS 111/116; MATH 200, 306; SEED 416.

Track B2 (15 hours) (MLES) English/Lang. Arts/Soc. Sci. (Grades 4-8). ENG 420; ANTH 250; SEED 416; TESL 433; 3 hours of electives.

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Student Teach (15 hours) — ELED 441 (Early Childhood), 442 (Middle Childhood/Early Adolescence); SPED 419

Note: ELED 441 or 442 may be taken for 9 hours if adding SPED endorsement and taking SPED 481 for 3 hours.

TOTAL HOURS 128

To receive an endorsement in Early Childhood Special Education (ages 0-8), you must take the following: SPED 400, 408; FCS 352.

To receive an endorsement in Middle Childhood/Early Adolescence Special Education (grades 4-12), you must take the following: SPED 400, 408, 409, 415; COMD 250.

*Candidates who have not had field experience III (student teaching) in special education must take SPED 481 (3-hour practicum).

Early Childhood Curriculum (P-4)

General Education (55 hours): ART 101; MUS 101; KINS 101; One KINS activity; GEOG 302/303; HIST 101/102, 110/111; POLS 205; BIOL 111/113; PHS 111/116; MATH 151; COMO 101; ENG 113, 211, 201 or 202; One Global Literacy course (BMIS 385, 386 or 387); 12 hours of Bible.

Education Hours (23 hours): To be taken before admittance to Teacher Education Program. EDFD 202; MUS 316; ART 211; MATH 240; KINS 330; EDFD 203; ENG 350; SPED 303.

Education Core (20 hours): To be taken after admittance to the Teacher Education Program. EDFD 311; ELED 412; ELED 413; BIOL 408; ELED 408; ELED 420; ELED 310.

Early Childhood Menu (15 hours): COMD 215; ELED 410, 411; FCS 351; SPED 409; a 1-hour elective.

Student Teaching (15 hours): ELED 441; SPED 419.

TOTAL HOURS 128

Middle Childhood/Early Adolescence Math/Science Curriculum (4-8)

General Education (55 hours): Same as Early

Education Hours (23 hours): To be taken before admittance to Teacher Education Program. Same as Early Childhood (see above), except HED 203 replaces KINS 330.

Education Core (20 hours): To be taken after admittance to Teacher Education Program. Same as Early Childhood (see above).

Middle Childhood/Early Adolescence Menu for Math/Science emphasis (15 hours): BIOL 111/113; PHY 111/116; MATH 306; SEED 416; MATH 200.

Student Teaching (15 hours): ELED 442; SPED 419.

TOTAL HOURS 128

Middle Childhood/Early Adolescence English/Language Arts/Social Science Curriculum (4-8)

General Education (55 hours): Same as Early Childhood (see above).

Education Hours (23 hours): To be taken before admittance to the Teacher Education Program. Same as Early Childhood (see above), except HED 203 replaces KINS 330.

Education Core (20 hours): To be taken after admittance to the Teacher Education Program. Same as Early Childhood (see previous page).

English/Lang. Arts/Soc. Science Emphasis (15 hours): ENG 420; ANTH 250; SEED 416; TESL 433; a 3-hour elective.

Student Teaching (15 hours): ELED 442; SPED 419.

TOTAL HOURS 128

Early Childhood Curriculum (P-4) with Special Education Endorsement (ages 0-8)

General Education (55 hours): Same as Early Childhood (see previous page).

Education Hours (23 hours): To be taken before admittance to Teacher Education Program. Same as Early Childhood (see previous page).

Education Core (20 hours): To be taken after admittance to the Teacher Education Program. Same as Early Childhood (see previous page).

ACADEMIC PROGRAMS

Early Childhood Menu (14 hours): COMD 215; ELED 410, 411; FCS 351; SPED 409.

Special Education Endorsement (9 hours): SPED 400, 408; FCS 352.

Student Teaching (15 hours): ELED 441 (9 hours); SPED 419 (3 hours), 481 (3 hours).

TOTAL HOURS 136

Middle Childhood/Early Adolescence Curriculum with Special Education Endorsement (grades 4-12)

General Education (55 hours):

Same as Early Childhood (see previous page).

Education Hours (23 hours): To be taken before admittance to Teacher Education Program. Same as Early Childhood (see previous page) EXCEPT you must take HED 203 in place of KINS 330.

Education Core (20 hours): To be taken after admittance to the Teacher Education Program. Same as Early Childhood (see previous page).

Math/Science Emphasis (15 hours) OR English/Lang. Arts/Social Sci. Emphasis (12 hours): For Math/Science, take BIOL 111/113; PHY 111/116; MATH 200, 306; SEED 416.

For English/Lang.Arts/Social Sci., take ENG 420; a 3-hour English elective; a 3-hour Social Science elective; SEED 416.

Special Education Endorsement Middle/Secondary Emphasis (12 hours): SPED 400; SPED 408; SPED 409; SPED 415; COMD 250.

Student Teaching (15 hours): ELED 442 (9 hours); SPED 419, 481.

TOTAL HOURS (with Math/Science) 143

TOTAL HOURS (with Eng/LangArt/SocSci) 140

SECONDARY EDUCATION ADOLESCENCE/YOUNG ADULT (AYA) (grades 7-12)

Students seeking licensure to teach in secondary schools must major in a secondary teaching area. Areas of licensure for secondary (grade 7-12) and P-12 (age 3-grade 12): drama/speech (7-12); English/language arts (7-12); family and consumer science (7-12); foreign language (Spanish and French), (7-12); kinesiology/health/coaching (P-12); life science/earth science (7-12);

mathematics (7-12); music (vocal or instrumental), (7-12); physical science/earth science (7-12); social studies (7-12); special education endorsement (4-12). Most majors require a minor. The program must include EDFD 202, 203, 311; SEED 310, 417, one course from 419-431, 451 (7-12) or 461 (P-12), 480; SPED 418, 3 additional hours from global literacy (GEOG 302/303 is recommended); and 6 hours of physical education, including HED 203 and 3 hours of physical education activity. Students seeking initial and additional licensure must meet current Arkansas licensure and School of Education requirements in that teaching field as announced by ADE.

P-8 Curriculum

Early Childhood/Middle Childhood/Early Adolescence Curriculum with Math/ Science Emphasis (P-8)

General Education (55 hours): Same as Early Childhood (see previous page).

Education Hours (23 hours): To be taken before admittance to Teacher Education Program. Same as Early Childhood (see page 158).

Education Core (20 hours): To be taken after admittance to Teacher Education Program. Same as Early Childhood (see page 158).

Early Childhood Menu (14 hours): COMD 215; ELED 410, 411, FCS 351; SPED 409.

Math/Science Emphasis (15 hours): BIOL 111/113; PHY 111/116; MATH 200, 306; SEED 416.

Student Teaching (15 hours): ELED 441, 442; SPED 419.

TOTAL HOURS 142

Early Childhood/Middle Childhood/Early Adolescence Curriculum with English/Language Arts/Social Science Emphasis (P-8)

General Education (55 hours): Same as Early Childhood (see page 158).

Education Hours (23 hours): To be taken before admittance to Teacher Education Program. Same as Early Childhood (see page 158).

Education Core (20 hours): To be taken after admittance to Teacher Education Program. Same as Early Childhood (see page 158).

Early Childhood Menu (14 hours): COMD 215; ELED 410, 411; FCS 351; SPED 409.

English/Lang. Arts/Social Sci. Emphasis (12 hours): ENG 420; TESL 433; ANTH 250; SEED 416.

Student Teaching (15 hours): ELED 441 (6 hours), 442 (6 hours); SPED 419.

TOTAL HOURS 139

If adding Early Childhood SPED Endorsement (0-age 8), you must take an additional 12 hours consisting of SPED 400, 408; FCS 352; and SPED 481. This increases the major to a total of 151 hours.

If adding Middle/Secondary (grades 4-12) SPED Endorsement, you must take an additional 15 hours consisting of COMD 250*; SPED 400**, 408**, 415, and 481. This increases the major to 157 hours for those with the math/science emphasis and to 154 hours for those with the English/Lang.Arts/ Social Sci. emphasis.

*Not required if previously taken COMD 215.

**Not required if taken in EC-SPED.

SUGGESTED COURSE SEQUENCES

Early Childhood (Grades P-4): The following is the suggested sequence of courses for those seeking licensure in early childhood and middle childhood/early adolescence majors.

FRESHMAN YEAR

BNEW 112, BOLD 101	2,2
MATH 151, BIOL 111	3,3
COMO 101, PHS SCI 111	3,3
ENG 113, ENG 201 or 202	3,3
HIST 101 or 102, 110 or 111	3,3
KINS 101, Activity	1,1
KINS Activity, ART 101	1,2
Total	16,17

SOPHOMORE YEAR

EDFD 202, 203	3, 3
Bible, ART 211	2, 2
ENG 211, COMD 215	3, 3
MUS 101, 316	2, 3
POLS 205, FCS 351	3, 2
MATH 240, Bible	4, 2
Total	17, 15

JUNIOR YEAR

ENG 350, ELED 410	3, 3
EDFD 311, GEOG 302/303	4, 2
SPED 303, ELED 420	3, 3
KINS 330, ELED 412	3, 3
Bible, BMIS 385, 386, 387	2, 3
Elective	0, 1
Total	15, 15

SENIOR YEAR

BIOL 408, ELED 441	3, 12
ELED 408, SPED 419	1, 3
ELED 413	3, 0
ELED 310	3, 0
ELED 411	3, 0
SPED 409	3, 0
Bible	2, 0
Total	18, 15

Math/Science (Grades 4-8): The following is the suggested sequence of courses for those seeking licensure in math and science:

FRESHMAN YEAR

BNEW 112; BOLD 101	2, 2
MATH 151; BIOL 111	3, 3
COMO 101; PHS 111	3, 3
ENG 113; ENG 201 or 202	3, 3
HIST 101 or 102, 110 or 111	3, 3
KINS 101, activity	1, 1
KINS Activity; MUS 101	1, 2
Total	16, 17

SOPHOMORE YEAR

EDFD 202, 203	3, 3
Bible; ART 211	2, 2
ENG 211; HED 203	3, 3
ART 101; BIOL 11/113	2, 3
POLS 205; MATH 306	3, 3
MATH 240; Bible	4, 2
Total	17, 16

JUNIOR YEAR

ENG 350; PHS 113/116	3, 3
EDFD 311; MUS 316	4, 2
SPED 303; ELED 420	3, 3
GEOG 302/303; ELED 412	3, 3
Bible; BMIS 385	2, 3
MATH 200	0, 3
Total	15, 17

ACADEMIC PROGRAMS

EDUCATION FOUNDATIONS (EDFD)**SENIOR YEAR**

BIOL 408; ELED 442.....	3, 12
ELED 408; SPED 419	1, 3
ELED 413.....	3, 0
ELED 310.....	3, 0
Bible	2, 0
SEED 416.....	3, 0
Total	15, 15

English, Language Arts and Social Science (Grades 4-8): The following is the suggested course sequence for those seeking licensure in English, Language Arts or Social Science.

FRESHMAN YEAR

BNEW 112; BOLD 101	2, 2
MATH 151; BIOL 111	3, 3
COMO 101; PHS 111	3, 3
ENG 113; ENG 201 or 202	3, 3
HIST 101 or 102; 110 or 111	3, 3
KINS 101; Activity	1, 1
KINS activity; MUS 101	1, 2
Total	16, 17

SOPHOMORE YEAR

EDFD 202; EDFD 203	3, 3
Bible; ART 211	2, 2
ENG 211; HED 203.....	3, 3
ART 101; ANTH 250.....	2, 3
POLS 205; MUS 316	3, 2
MATH 240; Bible.....	4, 2
Total	17, 15

JUNIOR YEAR

ENG 350; TESL 433	3, 3
EDFD 311; ELED 420	4, 3
SPED 303; ELED 412	3, 3
GEOG 302/303; BMIS 385	3, 3
Bible; ENG 420	2, 3
Elective	3, 0
Total	18, 15

SENIOR YEAR

BIOL 408; ELED 442.....	3, 12
ELED 408; SPED 419	1, 3
ELED 413.....	3, 0
ELED 310.....	3, 0
Bible	2, 0
SEED 416.....	3, 0
Total	15, 15

100. READING, WRITING, AND MATHEMATICS. (1-3) Offered on demand for those not passing the Praxis I. A skills enhancement course based on a computerized, individualized learning package. Students may enroll in any or all of the three areas. One hour of credit is given for each area.

202. THE TEACHING PROFESSION AND TECHNOLOGY - FIELD EXPERIENCE I. (3) Fall, Spring, Summer. An introductory course for the profession of teaching. The course is designed to help students make career decisions in education and to develop technology skills for the 21st century classroom. Requires 16 hours of field and clinical experience. Introduction of the pathwise model is introduced through frameworks of teaching with inclusion of the four pathwise domains in all courses to follow. (Replaces EDFD 201, Spring 2000). Fee: \$22.

203. CHILD AND ADOLESCENT DEVELOPMENT. (3) Fall, Spring, Summer. The physical, cognitive, and emotional development of children from conception through adolescence. Child and adolescent development as related to the school setting. Cannot be taken by correspondence. Students must complete 15 hours of observation and an application for admission to the Teacher Education Program. Fee: \$112 (subject to change by ETS).

311. PRINCIPLES OF LEARNING AND TEACHING. (4) Fall, Spring, Summer. Comprehensive in nature, this course examines stage development, educational psychology, learning, intelligence, and motivational theories. Building upon this theoretical base and integrating technological expertise, this course provides constructivist experiences in effective teaching models, instructional strategies, and school law and inclusion of the pathwise model domains within the context of diverse student populations. In addition, 15 hours of field experiences provide students opportunity for integrating specific cases with classroom materials. This course offers a framework for initial classroom experiences and structure to assist the experienced teacher. EDFD 311 must be completed in residence at Harding and cannot be taken by correspondence. Prerequisite: Admission to the Teacher Education Program.

320. EDUCATIONAL TECHNOLOGY. (1) Fall, Spring, Summer. Technical problems related to audio-visual equipment. The value and importance of media to learning. Technology use in actual teaching situations. Laboratory periods to be arranged. Fee: \$22.

367. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

450. STUDIES IN EDUCATION. (1-3) Specialized study in a particular field. May be taken for a maximum of 6 hours.

EARLY CHILDHOOD (P-4) AND MIDDLE CHILDHOOD/EARLY ADOLESCENCE (4-8) (ELED)

310. CLASSROOM MANAGEMENT AND ASSESSMENT - FIELD EXPERIENCE II. (3) Fall, Spring. Forty clock hours of field and clinical experiences along with 2 hours of classroom experience per week are required. Classroom management, assessment, and frameworks of teaching are major components of this course. Prerequisite: Admission to the Teacher Education Program AND EDFD 311. Fee: \$45.

381. EARLY CHILDHOOD PRACTICUM. (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a classroom situation under the supervision of a qualified cooperating teacher. Available to students who need an early childhood experience for licensure. May be repeated. Prerequisites: EDFD 202, 203, 311, 410, 411; ELED 420, 15 hours from ART 211, BIOL 408, ELED 408, ENG 350, GEOG 302 or 303, MATH 240, MUS 316, KIN 330, and junior standing. Fee: \$91.

383. EARLY CHILDHOOD PRACTICUM. (6) Fall, Spring. Same as 381 except 200 hours is spent teaching preschool children. Must be taken by students who have completed or will complete ELED 442 in grade 4 or higher. Prerequisites: Same as 381. Fee: \$210.

408. INTEGRATING MATHEMATICS AND SCIENCE FOR THE P-8 TEACHER. (1) Fall, Spring. A laboratory designed to assist P-8 teachers in creating successful learning environments for students, promote professional growth for teachers involving mathematics and science content and instructional strategies, and provide instruction in the use of appropriate mathematics and manipulatives, calculators, science equipment, and technology in the P-8 classroom. Prerequisites: MATH 151, 240 and admission to the Teacher Education Program. Corequisite: BIOL 408. Fee: \$24.

410. HISTORY AND DEVELOPMENT OF EARLY CHILDHOOD. (3) Fall, Summer. A study of the major educational philosophers and their contributions to developmental theories and program models which form the foundation for appropriate practices in early childhood education, P-4. An emphasis on the importance of play as well as inclusion of diversity and multiculturalism will be embedded in the course. Observation hours are required. Prerequisite: Admission to the Teacher Education Program.

411. EARLY CHILDHOOD CURRICULAR ALIGNMENT AND INSTRUCTION. (3) Spring, Summer. A study of the early childhood curriculum and its alignment with local frameworks, educational theories, and national guidelines. Methods and materials for creating a developmentally appropriate environment, preparing instructional opportunities and assessing learning in the various areas of the early childhood curriculum will be modeled. The importance of play as well as the inclusion of diversity, multiculturalism and technology will be embedded in the course. Prerequisite: Admission to the Teacher Education Program.

412. EMERGENT LITERACY. (3) Fall, Spring, Summer. Teaching integrated language arts in the P-8 grades with an emphasis on understanding the nature of reading and writing, phonics, and literature-based instruction. Prerequisite: Admission to the Teacher Education Program.

413. LANGUAGE ARTS AND LITERACY. (3) Fall, Spring. Teaching integrated reading and writing in the upper P-8 grades with emphasis on teaching reading in the content areas, including study skills, teaching strategies, assessment procedures, and remediation techniques. Prerequisites: ELED 412 and admission to the Teacher Education Program.

420. INTERDISCIPLINARY APPROACH TO TEACHING SOCIAL STUDIES. (3) Fall, Spring, Summer. P-8 education majors to develop an appropriate social studies curriculum for diverse cultures, select teaching strategies that facilitate learning and encourage critical thinking skills, and integrate social studies into the total curriculum. Arkansas history and economics are embedded in this course. Students organize units of instruction, prepare lesson plans and projects, and present their work to the class. Prerequisite: Admission to the Teacher Education Program and EDFD 311.

441. SUPERVISED TEACHING — EARLY CHILDHOOD (Grades PK-4). (6-12) Fall, Spring. A semester of teaching in an early childhood classroom under the supervision of a qualified cooperating teacher. Prerequisites: EDFD 202, 203, 311; ELED 310, 408, 412, 413, 420; BIOL 408; 15 hours from ART 211; ENG 350; GEOG 302 or 303; MATH 151, 240; MUS 316; KINS 330; and admission to the supervised teaching semester. Transfer students who took EDFD 202, 203, or 311 elsewhere may be requested to do additional laboratory work in courses taken in residence here. Application to the supervised teaching semester must be filed with the director of field experiences prior to the semester in which supervised teaching is to be done. The maximum credit that can be earned during the supervised teaching semester is normally 15 hours, but the dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester are accepted only upon approval of the dean. Fee: \$210.

442. SUPERVISED TEACHING — MIDDLE CHILDHOOD/EARLY ADOLESCENCE (Grades 4-8). (6-12) Fall, Spring. A semester of teaching in a 4-8 classroom under the supervision of a qualified cooperating teacher. Prerequisites and requirements: Same as ELED 441, except HED 203 instead of KINS 330 and needs SEED 416. Fee: \$210.

481. MIDDLE CHILDHOOD/EARLY ADOLESCENCE PRACTICUM. (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a classroom situation under the supervision of a qualified cooperating teacher. Available to students who need a middle school field experience for licensure. May be repeated. Prerequisites: EDFD 202, 203, 311; ELED 420, SEED 416, 15 hours from ART 211, BIOL 408, ELED 408, ENG 350, GEOG 302 or 303, MATH 240, MUS 316, and junior standing. Fee: \$91.

READING (RDNG)

Courses listed in this section are designed for the ADVANCE program.

110. EFFECTIVE COLLEGE READING. (2) Practice and instruction in the basic skills of reading. Corequisite: Reading Lab 112 for one hour credit.

111. CRITICAL READING AND REASONING. (2) Advanced practice and instruction in the basic skills of reading. Corequisite: Reading Lab 113 for one hour credit.

READING LAB 112. (1) This lab must be taken concurrently with RDNG 110. May be repeated without enrolling in RDNG 110.

READING LAB 113. (1) This lab must be taken concurrently with RDNG 111. May be repeated without enrolling in RDNG 111.

SECONDARY EDUCATION (SEED)

310. CLASSROOM MANAGEMENT AND ASSESSMENT - FIELD EXPERIENCE II. (3) Fall, Spring. Forty clock hours of field and clinical experiences along with two hours of classroom experience per week are required. Classroom management and frameworks of teaching are major components of this course. Prerequisite: Admission to the Teacher Education Program. Fee: \$45.

416. THE MIDDLE SCHOOL. (3) Fall. Methods and materials of teaching in the middle school. Organization and development of the middle school curriculum. Exploration of future trends in the subject-field content through discussion, problem solving, and projects. Prerequisite: Admission to the Teacher Education Program.

417. CLASSROOM ASSESSMENT. (2) Fall, Spring. Problems of evaluation. Grading systems. Construction and evaluation of tests. Uses and interpretation of test results. Prerequisites: Same as for SEED 451/461. Should be taken during the supervised teaching semester; exceptions must be approved by the dean. Prerequisite: Admission to the Teacher Education Program.

419-430. SECONDARY METHODS COURSES (SEED)

Courses numbered 419-430 deal with the curriculum and methods of teaching secondary school subjects. A general or special methods course is either a prerequisite or a corequisite to the supervised teaching semester. Prerequisite: Admission to the Teacher Education Program.

419. TEACHING MODERN FOREIGN LANGUAGE. (3) Fall. Methods and materials of teaching a foreign language in the secondary school. Fee: \$22.

420. TEACHING ART. (3) Spring. Methods and materials of teaching art in the secondary school. Fee: \$22.

423. TEACHING ENGLISH. (3) Spring. Methods and materials of teaching English in the secondary school. Fee: \$22.

424. TEACHING VOCATIONAL FAMILY AND CONSUMER SCIENCES. (3) Spring. Methods and materials of teaching vocational and occupational family and consumer sciences in the middle and secondary school. Collection and organization of teaching materials, evaluation, teaching aids, equipment, and management of the department. Fee: \$22.

425. TEACHING MATHEMATICS. (3) Spring. Methods and materials of teaching mathematics in the secondary school. Fee: \$22.

426. TEACHING MUSIC. (3) Spring. Knowledge and understanding of music assessment, curricula, scheduling, motivation, discipline, budgeting, administrative skills, and the development of a philosophic basis for teaching music in secondary schools. Fee: \$22.

427. TEACHING KINESIOLOGY. (3) Spring. Methods and materials of teaching physical education in secondary schools and the organization of physical education programs. Fee: \$22.

428. TEACHING SCIENCE. (3) Fall. Methods and materials of teaching science in the secondary school. Fee: \$22.

429. TEACHING SOCIAL SCIENCE. (3) Spring. Methods and materials of teaching social science in the secondary school. Fee: \$22.

430. TEACHING SPEECH. (3) Offered upon sufficient demand. Methods and materials of teaching speech at the secondary level. Speech fundamentals, public speaking, discussion, debate, interpretation, radio, and drama. Fee: \$22.

431. INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT. (3) Contact the dean of the College of Education. Methods of teaching and managing secondary classes. Fee: \$22.

451. SUPERVISED TEACHING: SECONDARY (7-12). (8) Fall, Spring. Twelve weeks of teaching in a secondary school under the supervision of a qualified cooperating teacher. Prerequisites: EDFD 202, 203, 311, one course from 419-431, and admission to the supervised teaching semester. SEED 419-431 may be taken concurrently. Transfer students who took EDFD 311 elsewhere may be required to complete additional laboratory work in courses taken in residence here. Application to the supervised teaching semester must be filed with the director of field experiences prior to the semester in which supervised teaching is to be done. The maximum credit which can be earned during the supervised teaching semester is normally 17 hours, but the dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the dean. Fee: \$181.

461. SUPERVISED TEACHING P-12. (8) Fall, Spring.

All students seeking licensure in art or music must take SEED 461. Course description is the same as 451. Fee: \$181.

480. SUPERVISED TEACHING SEMINAR. (1) Fall, Spring. Meets throughout the supervised teaching semester. Opportunities for relating content in classroom management, instructional strategies, cross-cultural experiences, diagnosing and remediating learning problems, and mainstreaming exceptional children to actual experience. Required of all student teachers during supervised teaching semester.

481. STUDENT TEACHING PRACTICUM. (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a regular high school situation under the supervision of a qualified cooperating teacher. Available only to students who need more than the normal 12 weeks of teaching. May be repeated as needed. Prerequisite: Admission to the supervised teaching semester. Fee: \$91.

SPECIAL EDUCATION (SPED)

303. TEACHING THE EXCEPTIONAL CHILD. (3) Fall, Spring, Summer. Children considered to be exceptional, in reference to educational and psychological needs, with discussion of all phases and concepts of exceptionalism. Prerequisite: EDFD 203 or PSY 240.

310. CLASSROOM MANAGEMENT AND ASSESSMENT - FIELD EXPERIENCE II. (3) Fall, Spring. Forty clock hours of field and clinical experiences along with 2 hours of classroom experience per week are required. Classroom management, assessment, and frameworks of teaching are major components of this course. Prerequisite: Admission to the Teacher Education Program. Fee: \$45.

400. ASSESSMENT OF THE EXCEPTIONAL CHILD. (3) Fall, Spring. Procedures for assessing children who are exceptional, with emphasis on the interpretation and application in the educational process. Must enroll concurrently in accompanying lab. Prerequisite: Admission to the Teacher Education Program.

407. BEHAVIORAL MANAGEMENT. (3) Summer. Behavior modification and classroom management techniques. Student evaluation and diagnosis. Construction and interpretation of test results. Prerequisite: Admission to the Teacher Education Program, except for speech pathology majors.

408. MILDLY DISABLED CHILDREN. (3) Fall, Spring. Problems encountered by children with learning problems. Educational, social, and psychological development needs. Prerequisite: Admission to the Teacher Education Program.

409. EDUCATIONAL PROCEDURES FOR CHILDREN MILDLY DISABLED. (3) Fall, Spring. This course is designed to prepare the professional educator to effectively teach the range of students found in the typical classroom. The educator learns about the IFSP and IEP and the role of the regular and special educator as they form a collaborative team. The World Wide Web and other technology resources are important areas stressed. Inclusive strategies for

adapting standard instruction to meet the learning needs of all students in a general education classroom are learned. Prerequisite: Admission to the Teacher Education Program.

415. ISSUES IN HUMAN DEVELOPMENT. (3) Fall, Spring, Summer. An advanced study of current issues in human development. Prerequisite: EDFD 203 and admission to the Teacher Education Program.

418. EDUCATING THE EXCEPTIONAL CHILD — SECONDARY. (2) Fall, Spring. The nature and needs of and procedures for mainstreaming the exceptional child in the regular secondary classroom. Required of secondary education teachers during supervised teaching. Prerequisite: Admission to the supervised teaching semester.

419. THE PROFESSIONAL EDUCATOR - EARLY CHILDHOOD/MIDDLE LEVEL. (3) Fall, Spring. Opportunities for reflection of content and supervised teaching to classroom management, instructional goals and strategies, fostering community and parent relationships, school law and school policies, equity issues and the ethical responsibilities of the professional educator. A reflective journal, the development of a professional portfolio, and career expectations are embedded in the professional educator.

475. SUPERVISED TEACHING: MILDLY DISABLED. (12) Fall, Spring. A semester of teaching under supervision of a qualified supervising teacher. Prerequisites: EDFD 202, 203, 311; SPED 303, 310, 400, 408, 409, 415; ELED 412, 413; COMD 250; ENG 350; MATH 151, 240; admission to the supervised teaching semester. Application to the supervised teaching semester must be filed with the director of field experience prior to the semester in which supervised teaching is to be done. The maximum credit that can be earned during the supervised teaching semester is normally 17 hours, but the dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester are accepted only upon approval of the dean. Fee: \$210.

481. STUDENT TEACHING PRACTICUM. (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a special education class situation under the supervision of a qualified supervising teacher. Available only to students who need a special education field experience for licensure. May be repeated as needed. Should be taken concurrently with ELED 441-Early Childhood or ELED 442-Middle Childhood Early Adolescence or SEED 451 or SEED 461, depending on the level of endorsement. Special education endorsement prerequisites: Early Childhood: SPED 400, 408; FCS 352. Secondary (7-12): SPED 400, 408, 415; COMO 215 or 250. Fee: \$91.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

Students seeking licensure to teach may add an endorsement to teach English as a second language by completing the following 12 semester hours of course

work. (This requirement may be changed by ADE after 1/1/2002.)

433. METHODS OF SECOND LANGUAGE TEACHING. (3) Offered on demand. Methodologies and techniques for teaching English as a second language; evaluation of materials for various levels of instructional goals. Prerequisite: Admission to the Teacher Education Program or consent of the dean.

435. SECOND LANGUAGE ASSESSMENT. (3) Offered on demand. Assessing oral and written proficiency in English as a second language; development of testing measures. Prerequisite: Admission to the Teacher Education

Program or consent of the dean.

437. CROSS-CULTURAL ASPECTS OF ESL. (3) Offered on demand. The relationship between language, culture and cultural awareness in the learning and teaching of English as a second language. Prerequisite: Admission to the Teacher Education Program or consent of the dean.

439. SECOND LANGUAGE ACQUISITION. (3) Offered on demand. Linguistic theories; second language acquisition; cognitive, affective and cultural factors in teaching English as a second language. Prerequisite: Admission to the Teacher Education Program or consent of the dean.

Institutional Report Card

Annual Institutional Questionnaire on Teacher Preparation:
Academic Year 1999-2000

Institution name: Harding University

Respondent name and title: Linda Thornton, NCATE Coordinator

Respondent phone number: (501) 279-4928 Fax: (501) 279-4051

Electronic name address: thornton@harding.edu

Address: Box 12254

City: Searcy State: Ark. Zip: 72149-0001

Section I. Pass rates. —

HEA-Title II

1999-2000 Academic Year

Harding University

Arkansas

Number of Program Completers submitted: 133

Number of Program Completers found, matched and used in passing rate calculations: 130

Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
Basic Skills				
PPST Reading	105	105	100%	100%
CBT Reading	18	18	100%	100%
PPST Writing	102	102	100%	100%
CBT Writing	22	22	100%	100%
PPST Mathematics	105	105	100%	100%
CBT Mathematics	18	18	100%	100%
Professional Knowledge				
Education in the Elementary School	53	53	100%	99%
Professional Knowledge	34	34	100%	100%
Principles Learning & Teaching K-6	71	70	99%	90%
Principles Learning & Teaching 7-12	22	22	100%	94%
Academic Content Areas				
Early Childhood Education	39	39	100%	100%
Teaching Special Populations				
SE Knowledge-Based Core Principles	11	11	100%	92%
SE Applic of Core Principles Across	11	11	100%	88%
Summary Totals and Pass Rates	130	128	98%	93%

Section II. Program Information

- (A) Number of students formally admitted and are currently active in the initial teacher preparation program at your institution.

Please specify the number of students formally admitted to and are currently active in the initial teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students formally admitted to and are currently active in the initial teacher preparation program during 1999-2000.	311
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- (B) Information about supervised student teaching:

2. How many students (in the initial licensure program) were in programs of supervised student teaching during academic year 1999-2000?	160
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Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000:

3. Please provide the numbers of supervising faculty who were:	
a) Appointed full-time faculty in professional education: an individual who works full-time in a school, college or department of education, and spends at least part of the time in supervision of teacher preparation students.	15
b) Appointed part-time faculty in professional education and full-time in the institution: any full-time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.	9
c) Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part-time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institutions regular faculty.	6
B3. = SUM of 3(a) + 3(b) + 3(c) =	30
4. The student/faculty ratio was (divide the total given in B2. by the total number given in B3.):	5.33
5. The average number of hours per week required of student participation in supervised student teaching in those programs was: (in hours)	41.00
6. The total number of weeks of supervised student teaching required is: (in weeks)	14.6
7. The total number of hours required is: (in hours) [Multiply B5. X B6.]	598.6

- (C) Information about state approval or accreditation of teacher preparation programs:

8. Is your teacher preparation program currently approved or accredited by the state? (Check only if yes)	x
9. Is your teacher preparation program currently approved or accredited by NCATE? (Check only if yes)	x
10. Is your teacher preparation program currently under a designation as "low performing" by the state (as per section 208(a) of the HEA of 1998)? (Check only if yes) NOTE: See Arkansas definitions for "low performing" programs.	

- (D) Information about Praxis requirements of teacher preparation programs:

a) Is the passing of the Praxis I assessment required for entry into the institution's teacher preparation program? (Check only if yes)	x
b) Is the passing of the Praxis I assessment required for completion of the institution's teacher preparation program? (Check only if yes)	x
c) Is the passing of the Praxis II assessments required prior to entry into the institution's teacher preparation program? (Check only if yes)	
d) Is the passing of the Praxis II assessments required prior to completion of the institution's teacher preparation program? (Check only if yes)	

College of Nursing

DEAN: Cathleen M. Shultz, Ph.D., R.N., F.A.A.N.

PROFESSORS:

Helen Lambert, Ed.D., R.N.

Cathleen M. Shultz, Ph.D., R.N., F.A.A.N.

Graduate Program Director

ASSOCIATE PROFESSORS:

Da'Lynn Clayton, Ph.D., R.N.

Jerry Myhan, M.S.N., A.P.N.

ASSISTANT PROFESSORS:

Jeanie Burt, M.A., M.S.N., R.N.

Elizabeth Dominski, M.S.N., R.N., C.R.R.N.

Jacqueline Harris, M.N.Sc., R.N., O.N.C.

Karen Kelley, M.S.N., R.N.

Johnnetta Kelly, M.N.Sc., R.N., R.N.P.

Cheryl Lee, M.N.Sc., R.N., C.W.O.C.N.

Sheila Cox Sullivan, Ph.D., R.N.

Undergraduate Nursing Program: The College of Nursing offers multiple curriculum tracks to prepare baccalaureate and master's level advanced practice nurses for the challenges and rewards of professional nursing. The undergraduate nursing program is accredited by the National League for Nursing Accreditation Commission (NLNAC) and has continuing full approval of the Arkansas State Board of Nursing (ASBN). These organizations are headquartered as follows: NLNAC, 61 Broadway, New York City, NY 10006, 1-800-669-1656; and ASBN, University Tower Building, Suite 800, 1123 S. University Ave., Little Rock, AR 72204-1619, (501) 686-2700.

The College of Nursing has adopted the Arkansas articulation plan, which serves to facilitate the advanced placement of licensed nurses (LPN and RN) within degree completion curriculum tracks. Graduates of the undergraduate program in nursing are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in any state, are qualified for generalist positions in professional nursing practice, and are qualified for graduate study in nursing.

The undergraduate program offers multiple curriculum tracks to meet the individualized needs of students including: (a) a four-year, full time Traditional Track which culminates with the awarding of the

bachelor of science in nursing (BSN) degree (part-time options are available); and (b) an Advanced Placement Track which is available to students who hold a current unencumbered Arkansas nursing license (registered nurses, licensed practical nurses, and licensed psychiatric technical nurses). An individualized degree completion plan is collaboratively designed with the student; this culminates in the award of a bachelor of science in nursing (BSN) degree (full or part-time options are available). Additionally, the undergraduate and graduate programs share a curriculum track through which a non-baccalaureate registered nurse who holds a current unencumbered nursing licensure may choose to pursue a degree completion plan which culminates in a masters of science in nursing degree (MSN).

Mission and Philosophy: The College of Nursing's mission statement is "Developing Nurses as Christian Servants."

The nursing program fosters a supportive environment that challenges professional nursing students to reach their full potential. The program's purpose is to provide a quality professional education which leads to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. The preparation of nurses who provide nursing care reflective of their faith and Christian service and who value lifelong intellectual growth.
2. The encouragement of practice-oriented critical thinking that acknowledges dependence on God and is built upon a liberal arts foundation.
3. The development of a commitment to Christian values, ethics and intellectual excellence and undergraduate and graduate standards of professional nursing practice.
4. The promotion of supportive personal and professional relationships.
5. The promotion of lifelong health habits that contribute to a better quality of life physically, spiritually, psychologically and socially.
6. The emphasis of a servant-leadership lifestyle that prepares graduates who have a respect for cultures and an understanding of world missions.

Admission to the Program: Admission to the undergraduate Nursing Program requires a 2.0 overall GPA, a 2.5 GPA in prenursing courses, and junior standing. Priority for admission is given to students with high pre-nursing GPAs. To remain in the program, the student must maintain a 2.5 GPA in nursing, including a grade of "C" or better in all nursing courses, and make satisfactory progress toward the degree.

Students who wish to enter the undergraduate nursing program must file an admission application with the College of Nursing. Students who wish to enter fall 2002 or spring 2003 must apply for admission to the College of Nursing by the following dates: April 1, 2002 for fall and November 1, 2002 for spring. Contact the assistant to the dean (501-279-4682) or <dkemper@harding.edu> for further admission information and application forms. No final action will be taken on an application until the student has been admitted to the University, all prerequisites have been met, and the application has been completed.

The student must present medical certification indicating health status, completion of current immunizations including Hepatitis A and B vaccinations, tuberculosis skin test (PPD/intradermal) or chest x-ray, and other laboratory results as indicated on the College of Nursing health form, prior to participating in clinical activities related to the Nursing Program. Current certification in cardiopulmonary resuscitation (CPR) is required. Health and disability insurance coverage are strongly recommended. Formal transcripts of all college credit granted elsewhere must be submitted to the registrar. Reference evaluations must be completed prior to admission. Applicants must also register for and take the C-NET Nursing Entrance Exam, administered by the University's Testing Office (501-279-4415). Attainment of a specific score is not required for entrance into the program, but the results of the exam are used to counsel students toward greater academic success in nursing. It is recommended this exam be taken as early as possible within the student's pre-nursing studies to maximize the potential benefit that the exam results may afford students in facilitating academic success.

Curriculum Plan: The nursing faculty support the liberal arts and Bible-based course offerings at Harding and the many opportunities available for student

learning experiences. The following are recommended in planning a program of study:

- A. Though the junior and senior year may be predominately nursing courses, students are encouraged to fully participate in campus activities.
- B. Mission and health-care mission opportunities abound. NURS 344, 413, and BMIS 385 are available to enrich knowledge and skills with missions and health care. See the health missions coordinator for details.
- C. The assistant to the dean and faculty advisers are available to serve in academic and career planning. Individual and group academic advising sessions are available each semester. Students are encouraged to use this assistance to plan schedules which fit individual learning needs and which prevent costly scheduling mistakes.
- D. Students are encouraged to consider obtaining a vocational ministry major. Details are available in this Catalog and can be provided by the College of Bible and Religion faculty.
- E. Students are encouraged to consider obtaining a health missions minor. Details are available in this Catalog.
- F. NURS 367 is available as a cooperative education clinical experience. See the undergraduate program director for details.

**BACHELOR OF SCIENCE IN
NURSING DEGREE
NURSING MAJOR (NURS)**

REQUIREMENTS	HOURS
General Education:	56
ENG 111*, 201 or 202, 211; COMO 101; HIST 101 or 102, 110 or 111; ART 101; MUS 101; KINS 101 and one elective; SOC 203*; PSY 201*; and MATH 200*; Global Literacy — two 3-hour courses**; BOLD 101, BNEW 112, BDOC 354, and one 2-hour elective Bible course***; BIOL 249, 253.	
Special considerations:	
*These courses also serve as prerequisites to the nursing program and must be passed with a grade of "C" or better prior to admission to the junior level nursing courses.	

**Elect two courses from foreign language courses, Int. Stud. 201; BMIS 385, 386, 387 or 388; NURS 344, 413; POLS 202; ANTH 250; BIOL 253; GEOG 300 or SOCS 301. Since NURS 344 and 413 meet the requirements for global literacy, they are recommended for those interested in health missions. NURS 413 counts as a Bible or global literacy requirement, but not both. Students are strongly encouraged to take NURS 413 if they are planning to participate in an international health care mission trip.

***The remaining Bible courses must be selected from BNEW 211, 213, 215, and BYFE 234 for a total of 8 hours of textual Bible courses. NURS 413 does not count as a textual Bible course. BDOC 354 is a requirement for the nursing degree and it counts as a textual Bible course for nursing majors only.

Major:

Prerequisites (must be passed with a "C" or better): 14
 BIOL 271; CHEM 215, 216; FCS 323, 331.

Nursing Courses: 61
 NURS 100*, 203*, 300*, 321, 350, 351, 352, 354, 362, 363, 412, 450, 452, 453, 454, 455, 462.

*Must be taken before unconditional admission

TOTAL HOURS 131

PRENURSING CURRICULUM SUGGESTED SEQUENCE

FIRST YEAR	Fall, Spring
*CHEM 215, 216#	4, 0
*BIOL 249	0, 4
*ENG 111##, *PSY 201	3, 3
*NURS 100	1, 0
ENG 201, 202	0, 3
COMO 101, **HIST 101/102	3, 3
KINS 101, elective	2, 1
ART and MUS 101	2, 2
BNEW 112, BOLD 101	2, 2
Total	17, 18

SECOND YEAR	Fall, Spring
*BIOL 253, *271	4, 4
*FCS 323	0, 3
*FCS 331	0, 3
ENG 211	3, 0
*NURS 203	3, 0
*#NURS 300	0, 5
*MATH 200	3, 0
BNEW 211, 213, BDOC 251, BYFE 234	2, 2
*SOC 203	3, 0
Total	18, 17

This schedule is a suggestion only. Students adhering to this schedule will need to complete 6 hours of global literacy courses after admission to the College of Nursing in the third (junior) year, and 3 hours of general education requisites such as HIST 110 or 111 in their fourth (senior) year.

* These prerequisite courses must be completed with a minimum grade of "C" or higher prior to admission to the College of Nursing. BIOL 249 must be completed prior to taking NURS 203. BIOL 249 and 253 and CHEM 215/216 must be completed prior to taking NURS 363. NURS 203 may be taken concurrently with NURS 300 if the student has not enrolled in additional lab courses.

If a student has taken less than two years of high school algebra the student is strongly encouraged to take MATH 105 prior to enrolling in CHEM 215 (or during the summer session preceding the fall semester of the first year). Entering freshmen must achieve an ACT English subscore of 19 (380 on the O-SAT; 460 on the R-SAT) and ACT math subscore of 19 (420 on the O-SAT; 460 on the R-SAT) in order to take CHEM 215 during the freshman year. A pre-test will be given to determine knowledge of chemistry. CHEM 114 may be required.

If a student achieved 18 or lower on the ACT English subscore, ENG 100 must be taken prior to taking ENG 111.

NOTE: NURS 321, 362, 363, or 300 may be taken the summer prior to entering the College of Nursing. Summer course offerings are dependent upon sufficient enrollment. NURS 300 must be completed the semester prior to entering the College of Nursing. Academic credit for NURS 321, 362, 363, or 300 will not be counted toward the nursing degree until the student is admitted into the College of Nursing. Students who enroll in any nursing course consent to participate in the learning activities required in that course in order to progress in the nursing curriculum.

Students may be asked to submit to random screening for drug use according to clinical agency and/or university policy. Most employers of registered nurses also require drug screening measures to protect the public. Students are expected to self-report a history of drug abuse to the board of nursing.

LICENSURE EXAMINATION ELIGIBILITY

Following graduation, alumni are eligible to apply for the national licensure examination called the NCLEX-RN. The test development and oversight is coordinated through the National Council of State Boards of Nursing. The test is administered in every state and U.S. territory, and successful passage enables a graduate to practice anywhere in the United States and U.S. territories. Final application approval through the School of Nursing rests with the dean of nursing; final approval to be eligible to take the NCLEX-RN rests with the Arkansas State Board of Nursing (or a like counterpart in the state in which a graduate seeks to pursue initial licensure).

Persons convicted of a crime may be ineligible to take the NCLEX-RN; see the dean of nursing for details. Felony and/or FBI background checks may be required as part of the application process.

UNDERGRADUATE CURRICULUM TRACKS

Students are admitted into one of two curriculum tracks based on past educational experience.

Traditional Track: This track is for all nursing students except licensed nurses. The student may complete the degree in four academic years of full-time study; part-time study is available.

Students are enrolled in either sequence A or sequence B in the junior and senior years.

JUNIOR YEAR

Sequence A

* NURS 413-Global literacy elective	3
#NURS 321	2
NURS 352	5
#NURS 354	2
#NURS 362	1
#NURS 363	2
NURS 452	5
Total	15-18

Sequence B

++BDOC 354 (Spring semester only)	2
#NURS 321	2
NURS 350	5
NURS 351	5
#NURS 354	2
#NURS 362	1
#NURS 363	2
Total	14-17

Sequence A

**Bible elective	2
***Global literacy elective	3
NURS 450	5
NURS 453	5
##NURS 462 or 412	3
Total	18

Sequence B

**Bible elective	2
NURS 454	5
NURS 455	4
##NURS 462 or 412	3
HIST 110 or 111	3
Total	17

Note: Additional Bible courses may be required per University policy.

Many pre-nursing students take courses during the summer. If you wish to lighten your regular semester course load, please see your adviser for information about summer school.

The following legend of symbols relates to the various courses listed above:

* It is suggested that students who want to do international mission work take a foreign language to fulfill the global literacy requirement. Take the language courses during the first two freshmen semesters, and take the history course during the semester marked global literacy in the junior and senior year. This sequence is recommended to complete the degree in four years.

** Students must complete a minimum of 8 hours of textual Bible classes to graduate from Harding. Four of the 8 must be selected from BNEW 211, 213, 215, and BRED 234. University policy states that all full-time students must enroll in a Bible class each semester. Therefore, most students will take more than 8 hours of Bible classes before graduation.

*** Elect two courses from: Foreign Language, International Studies 201, BMIS 385, 386, 387, or 388, NURS 344 or 413, POLS 202, ANTH 250, BIOL 250, GEOG 302 or 303, or SOCS 301. NURS 344 and 413 are strongly recommended for those interested in health care missions.

+ NURS 413 (Health Care Missions) can be taken for 2 or 3 hours. If it is taken for 2 hours, it will substitute for a Bible class in the semester it is taken. If it is taken for 3 hours, it will serve as a global literacy class, and the student will not be required to enroll in an additional Bible class during that semester. NURS 413 is not considered a textual Bible class.

++ BDOC 354 (Contemporary Christian Ethics) is required for graduation for nursing majors. It is offered every year in

the spring semester, and is considered a textual Bible course.

NURS 321, 362, and 363 are to be taken the semester opposite NURS 354.

NURS 412 is encouraged for the senior year, but may be taken the junior year; NURS 462 is taken the semester of graduation.

All non-nursing course transfer credit is approved through the registrar's office personnel; prior approval is strongly encouraged.

Advanced Placement Track: The Advanced Placement Track (RN to BSN, RN to MSN, LPN to BSN) is available to students who hold an unencumbered current Arkansas nursing license (licensed practical nurses, licensed psychiatric technical nurses, and registered nurses). The College of Nursing has adopted the Arkansas articulation plan for advanced placement. Licensed nurses who have completed prerequisite courses are eligible for the Advanced Placement Track. Work experience is required for admission if the initial degree or diploma was obtained 12 or more months before admission to the College of Nursing. NLN Nursing Acceleration Challenge Exams (NLN ACE) are required if admission is sought more than 60 months (five years) after initial graduation or if work experience criteria is unmet. **All nursing courses are held in escrow until degree requirements are complete.** Licensed nurses are to contact the assistant to the dean (501-279-4682) or <dkemper@harding.edu> for review of prior clinical and educational experiences as well as an individualized degree plan.

Registered Nurses (RN to BSN): Registered nurse students may select a test-out option for NURS 203 and NURS 321. Registered nurse students who have completed prerequisite courses are eligible for the Advanced Placement Track. For registered nurses this means taking NURS 315 (5 hours), and all required nursing courses to satisfy degree requirements. Prior to the semester in which the student enrolls in junior nursing courses and within NURS 315, the registered nurse student seeking admission more than 60 months (five years) after initial graduation, or if work experience criteria are unmet, will need to successfully complete the NLN Nursing Acceleration Challenge Exams II - RN-BSN. The fee for the student's first writing of this exam is included in the NURS 315 course fee. Any subsequent writing of the exam will be an

individual expense to the student. Once admission requirements are met and NURS 315 completed, students may be awarded up to 32 hours of nursing course credit. This credit is held in escrow until graduation. Completion of the required upper division nursing courses involves 8 courses totaling 26 credit hours and usually requires two semesters of full-time nursing study; part-time study is available. Registered nurse students who wish to complete the Traditional Track may do so. Eight hours of textual Bible classes are required for graduation. An RN to MSN Track also exists and is discussed in the graduate catalog.

Licensed Practical Nurses (LPN or LPTN): For licensed practical nurses, this means taking the Traditional Track except for the courses exempted by the following testing sequence to satisfy degree requirements. NLN Nursing Acceleration Challenge Exams I-LPN-BSN (NLN ACE) testing may be omitted if work criteria experience is met and if admission is sought less than 60 months (five years) following graduation. After completion of prerequisite courses and prior to the semester in which the student enrolls in junior nursing courses, the licensed practical nurse takes the following during a scheduled testing session:

- NLN Nursing Acceleration Challenge Exams
- Skills Validation Test
- Health Assessment Validation
- Pharmacy Validation

Expenses related to each of these exams or validations are the responsibility of the student. Upon successful completion of the NLN exams and required validations, up to 12 hours of credit may be awarded. These credit hours will be held in escrow until graduation. The student then enters the Traditional Track after completion of prerequisite courses and NURS 315. NURS 315 requires a 48-hour clinical experience.

HONORS

Nursing majors interested in honors courses are to apply through the Honors College office. Nursing courses that can be taken for Honors credit during 2001-2002 are NURS 363, 412, 452, and all senior-level nursing courses; this selection of courses constitutes a full upper-division nursing honors program.

**SIGMA THETA TAU INTERNATIONAL
NURSING HONOR SOCIETY**

The Epsilon Omicron Chapter of Sigma Theta Tau International Inc., a collegiate honor society in nursing, was chartered at Harding University on Feb. 9, 1982. Application for this chapter was made by the local Honor Society of Nursing that was installed in the fall of 1976. Membership in Sigma Theta Tau is by invitation based on demonstration of outstanding qualities in character, leadership, nursing ability and scholastic achievement.

**SECOND MAJOR IN
VOCATIONAL MINISTRY**

Students interested in a second major in vocational ministry must take 33 hours of Bible as specified in the vocational ministry major listed in the College of Bible and Religion catalog section. Requirements for this major may be partially met through Bible courses required for the nursing major.

HEALTH MISSIONS MINOR

The College of Nursing and the College of Bible and Religion offer an interdisciplinary minor called Health Missions.

The minor consists of 18 hours, 6 of which must be upper division. Required core curriculum courses include freshman Bible or upper level textual substitutes; sophomore Bible or upper level textual substitutes; BMIS 386, 387; NURS 344, 413; BMIS 388 or NURS 305. If additional hours are needed, choose one from BMIS 345, 381, 383, 384, 385 or NURS 210.

HEALTH MISSION OPPORTUNITIES

Nursing is an ideal profession through which to serve others. In addition to the many clinical opportunities, the nursing curriculum offers numerous state-side and international opportunities to serve others through health missions. Since the first graduating class in 1977, nursing students have participated in health mission work as part of the nursing curriculum. Both short-term (7-10 days) and long-term (4-8 weeks) projects are available. Students are strongly encouraged to participate as part of their learning experiences. See the health missions coordinator for details.

2001-2002 Harding University Catalog
INTERDISCIPLINARY MISSION COURSE

BMIS 388, Development Strategies, an interdisciplinary mission effort between the College of Nursing and the College of Bible and Religion, is offered during intersession when there is sufficient demand for the course. The course is a lived experience at a former Peace Corps training facility and is strongly encouraged for those interested in missions.

NURSING FEES AND INCIDENTAL EXPENSES

In addition to general fees, Harding administers special fees for NURS 100, 203, 300, 315, 321, 350, 351, 352, 362, 413, 450, 452, 453, 454, and 462. These fee amounts are listed both in the Special Fees catalog section and in the individual course description.

Beyond fees administered by the University, nursing majors incur personal incidental expenses for which the student is personally responsible. These include selected clinical expenses, standardized tests, NCLEX-RN application fees, health insurance, uniforms, insignia, equipment and transportation. The table below lists approximate expenses.

YEAR	ITEM	AMOUNT
Sophomore	Lab coat	\$20.00
	Nurse-Pack kit for NURS 203.....	175.00
	C-NET Entrance Exam.....	19.00
	Gas for car (\$2/trip X 5 trips)	10.00
	Stethoscope	25.00
	Blood Pressure Cuff.....	35.00
Junior	Watch with second hand	variable
	Uniforms.....	155.00
	Name badge	3.50
	Nurse-Pack kit for NURS 362.....	73.00
	Insignia	3.00
	Bandage Scissors	5.00
Senior	Gas for car (\$10/trip X 42 trips/semester)	420.00
	School pin.....	35.00-90.00 (price varies depending on student choice)
	Senior graduating expenses	250.00 (reception, licensure application, pictures, etc., in addition to University expenses)
	Pinning Ceremony	75.00
	Gas for car (\$10/trip X 42 trips/semester)	420.00

Costs listed are approximate and subject to change. Each student must carry liability insurance which is included in course fees. **Students are responsible for**

their own transportation to all health facilities where learning experiences are provided. Each student must have access to a car during the entire Nursing Program for individual clinical experiences.

These costs are above the routine University fees and tuition charges.

UNDERGRADUATE NURSING (NURS)

100. INTRODUCTION TO NURSING. (1) Fall, Spring, (Summer, on sufficient demand). An introductory course designed to acquaint students with nursing from a historical perspective, national nursing trends, other health care disciplines, and changing national and global health care systems. The relationship of nursing to Christian service is also explored. Developing supportive personal and professional relationships and lifelong health habits are encouraged. The course is required of students prior to admission into the Nursing Program. A grade of "C" or higher is required. Open to all students. One lecture hour per week. Fee: \$68.

203. HEALTH ASSESSMENT. (3) Fall, Spring, (Summer, on sufficient demand). Using the nursing process, students learn to assess the client's physical, psychological, social and spiritual dimensions as a foundation to nursing care. The skills of interviewing, documentation, inspection, percussion, palpation, and auscultation are refined to make clinical judgments and promote healthy client outcomes. Skills are adjusted according to the client's developmental level. The course is required of students prior to admission into the Nursing Program. A grade of "C" or higher is required. Open to non-nursing students with prior approval. Two lecture hours and 3 laboratory hours per week. Prerequisites: BIOL 249, 253; CHEM 215, 216. May be concurrently enrolled in BIOL 253. Fee: \$50.

210. SKILLS FOR HEALTH MISSIONS. (2) Spring, on sufficient demand. A basic health mission's skills course designed to prepare an individual to function in a third world mission health care setting. Concepts of organization, management, teaching/learning, nutrition, health care assessment and universal precautions are emphasized. Skills taught include CPR, first-aid, health history assessment, vital signs, sterile technique, pharmacological principles, injections, basic suturing and wound care. Includes weekly laboratory experiences. (Open to all university students.) Non-nursing students frequently request assistance in learning useful information and skills to be of service on health care mission trips. This course is designed to meet that need.

300. PROFESSIONAL NURSING. (5) Fall, Spring (Summer, on sufficient demand). An introductory course that provides foundational nursing knowledge, skills and practice interventions. The course incorporates principles from the sciences and humanities and emphasizes entry-level nursing practice based on the nursing process. Content focuses on safe practice using curriculum strands of critical thinking, Christian principles, leadership, teaching-learning, com-

perspective and the nursing process. A grade of "C" or higher is required. Three lecture hours and 6 laboratory hours per week. Prerequisites: BIOL 249, 253; NURS 100, 203. NURS 203 may be taken concurrently only if enrolled in no additional lab courses. Submission of all health, CPR and TB documentation is required. Fee: \$133.

305. CULTURE OF POVERTY. (3) Fall, on sufficient demand. A contemporary cross-cultural multidisciplinary course focusing on holistic ministry with individuals, groups and communities experiencing poverty in urban/rural domestic and international settings. Emphasizing human and community development to break the poverty cycle through application of health care and Christian principles. Includes a field experience commensurate with course objectives. (Open to all university students.)

315. NURSING TRANSITION. (5) Fall (Spring, on sufficient demand). A bridge course for licensed nurses pursuing a baccalaureate degree in nursing, transfer students who have had nursing courses, or anyone who has been out of nursing school five years or longer. The course incorporates principles from the sciences and humanities and focuses on nursing theories, ethical and legal issues, health care changes, professionalism, clinical decision-making, and all curriculum strands. RN students will successfully complete NLN Nursing Acceleration Challenge Exams II RN-BSN and must have a current, unencumbered Arkansas RN license. The course is required of students prior to taking other upper-division nursing courses. Three lecture hours per week and 96 laboratory/clinical hours as required to validate clinical knowledge base and skills. Fee: \$176.

321. PHARMACOLOGY AND NURSING. (2) Fall, Spring, (Summer, on sufficient demand). An introductory course to specific drug classifications, pharmacokinetic properties, and expected therapeutic outcomes. Associated nursing assessments, analysis, planning, therapeutic nursing interventions and evaluations are discussed relative to clients' developmental levels and lifelong health habits. Responsibility and accountability for nursing actions, including client teaching-learning related to pharmacology are emphasized. Two lecture hours per week. Prerequisite: NURS 300 and junior standing. This course must be taken prior to or concurrently with the first clinical semester of the junior year. Fee: \$65.

344. HEALTH CARE MISSIONS PRACTICUM. (1-8) Offered on demand. An elective course which focuses on application of the nursing process in global health care mission settings. As a Christian servant, the student facilitates clients of various cultures and developmental levels to achieve optimum well-being. Nursing interventions and communication are studied relative to cultural norms, values, roles and practice. Individual responsibility for health and client teaching-learning are encouraged along with resource conservation. Prerequisite: Junior standing. Three to 24 clinical hours per week.

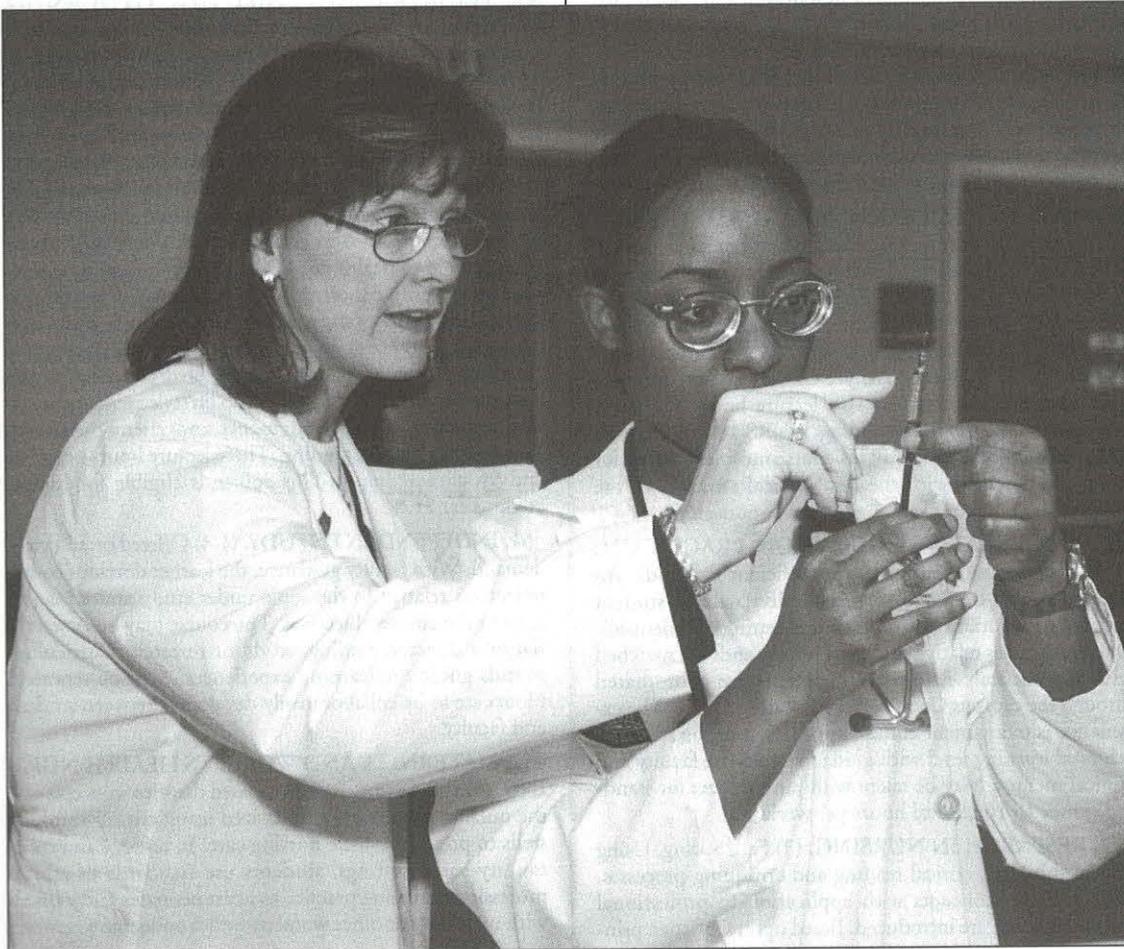
350. PSYCHIATRIC AND MENTAL HEALTH NURS-

ING. (5) Fall, Spring. Research-based theories, concepts and the nursing process are emphasized using critical thinking skills to provide holistic nursing care. In tertiary and community-based settings, students use standards of ethical professional nursing practice to assist adult clients with mental health and psychiatric concerns to restore, maintain and promote health, or attain optimum well-being. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Junior standing. Three lecture hours per week and 96 clinical hours. Fee: \$73.

351. NURSING ADULTS WITH CHRONIC HEALTH AND REHABILITATION CONCERNS. (5) Fall, Spring. Research-based theories, concepts and the nursing process are emphasized using critical-thinking skills to provide holistic nursing care. In tertiary care, rehabilitation and community-based settings, students use standards of ethical professional nursing practice to assist adult clients with

chronic health and rehabilitation concerns to restore, maintain and promote health, attain optimum well-being, or to die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Junior standing and NURS 300. Three lecture hours per week and 96 clinical hours. Fee: \$128.

352. NURSING ADULTS WITH ACUTE HEALTH CONCERNS. (5) Fall, Spring. Research-based theories, concepts, and the nursing process are emphasized using critical-thinking skills to provide holistic nursing care. In tertiary care, rehabilitation and community-based settings, students use standards of ethical professional nursing practice to assist adult clients with acute health concerns to restore, maintain, and promote health, attain optimum well-being, or to die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leader-



ship lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Junior standing and NURS 300. Three lecture hours per week and 96 clinical hours. This course is eligible for honors credit. Fee: \$128.

354. GERONTOLOGICAL NURSING. (2) Fall, Spring. Concepts, knowledge and cultural information essential to holistic nursing care of older adults are explored using the nursing process. Community resources are identified and interdisciplinary collaboration encouraged in secondary and community-based care settings to assist elders in adapting to the aging process, maintaining wellness and achieving optimum well-being. Prevention and management of common acute and chronic health problems are emphasized while exploring nursing interventions to assist older clients to restore, maintain and promote health; attain optimum well-being or to die with dignity. Prerequisite: Junior standing. Two lecture hours per week.

362. NURSING PRACTICE: INTERVENTIONS. (1) Fall, Spring, (Summer, on sufficient demand). The theoretical base for applying advanced professional nursing skills and interventions using current standards of nursing practice are studied. Christian principles of stewardship and resource use and conservation are stressed while utilizing the nursing process as a framework for making safe and effective clinical judgments which foster restoring health and preventing illness. One hour lecture or 3 hours laboratory per week. Prerequisite: Junior standing and NURS 300. This course must be taken prior to or concurrently with the first clinical semester of the junior year. Fee: \$105.

363. PATHOPHYSIOLOGY FOR NURSING PRACTICE. (2) Fall, Spring, (Summer, on sufficient demand). Alterations in physiological well-being across the lifespan are studied from national and global nursing perspectives as pathological responses to disease, stress and environmental changes. Critical thinking, research findings and scientific knowledge are applied to analyze clinical nursing implications and client outcomes. Two lecture hours per week. Prerequisites: Sophomore standing, NURS 100, BIOL 249, 253, and CHEM 215/216. This course must be taken prior to or concurrently with the first clinical semester of the junior year. This course is eligible for honors credit.

367. COOPERATIVE EDUCATION PRACTICUM. (1-4) Fall, Spring, (Summer, on sufficient demand). An elective course designed to meet individualized student learning needs utilizing various clinical settings. Student-initiated objectives relative to curriculum strands are matched with the clinical setting; arrangements are coordinated through the campus Cooperative Education Office. The experience is to augment clinical application of the student's achieved learning level with guidance from the faculty and clinical mentor. May be taken with junior or senior standing. Three to 16 clinical hours per week.

412. RESEARCH IN NURSING. (3) Fall, Spring. Using critical thinking, critical reading and critiquing processes, basic research concepts with application to professional nursing practice are introduced. Based upon Christian prin-

ciples and professional ethics, research findings and utilization are explored and related to client outcomes. Written and oral communication skills are emphasized. Prerequisites: Junior standing and MATH 200. May be taken by non-nursing students with prior approval from the dean. Three hours lecture per week. This course is eligible for honors credit.

413. HEALTH CARE MISSIONS. (2-3) Fall, (Spring, on sufficient demand). An elective course which acquaints learners with the delivery of quality health care and evangelism in developing countries. Christian ideals are explored in a cultural and global context. Being a servant-leader, developing supportive relationships and effective communication skills, and achieving optimum individual and community well-being are emphasized. Three hours lecture per week. Prerequisite: Junior standing. May be taken for either Bible or global literacy credit. If the course is taken for global literacy credit, it must be taken for 3 hours credit. Note: A Bible course is not required the semester NURS 413 is taken as global literacy credit. The course is strongly recommended if the student plans summer nursing courses overseas. Fee: \$42.

450. PEDIATRIC AND CHILD HEALTH NURSING. (5) Fall, Spring. Research-based theories, concepts, and the nursing process are emphasized using critical-thinking skills to provide holistic care relative to children and their families. In tertiary and community-based settings, students use standards of ethical professional nursing practice to assist pediatric clients with acute and chronic health concerns and their families to restore, maintain, and promote health, attain optimum well-being, or to die with dignity. Nursing process is emphasized in class and clinical learning experiences related to health needs, developmental tasks, and responses to health concerns for children through late adolescence. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Senior standing. Three lecture hours per week and 96 clinical hours. This course is eligible for honors credit. Fee: \$128.

451. INDEPENDENT STUDY. (1-4) Offered on sufficient demand. With faculty guidance, the learner develops course objectives relative to the topic under study and a plan to achieve the course objectives. The course may be experiential or a directed reading, study or research. Curriculum strands guide the learning experiences. May be repeated. Hours are to be collaboratively developed between student and faculty.

452. MATERNITY AND WOMEN'S HEALTH NURSING. (5) Fall, Spring. Research-based theories, concepts and the nursing process are emphasized using critical-thinking skills to provide holistic nursing care. In tertiary and community-based settings, students use standards of ethical professional nursing practice to assist neonates and women with maternity or other women's health concerns to restore,

maintain and promote health, attain optimum well-being, or to die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Junior standing. Three lecture hours per week and 96 clinical hours. This course is eligible for honors credit. This course is eligible for honors credit. Fee: \$73.

NOTE: All remaining senior-level courses are eligible for honors credit by individual contract.

453. COMMUNITY HEALTH NURSING. (5) Fall, Spring. Research-based theories, concepts and the nursing process are emphasized using critical-thinking skills to provide holistic nursing care. A community-based/population-focused nursing process is applied to community health concerns. In community-based settings and homes, students use standards of ethical professional nursing practice to assist clients of all developmental levels with acute and chronic health concerns and their families to restore, maintain, and promote health, attain optimum well-being, or to die with dignity. The concepts of prevention, promotion and protection of health are explored in depth and applied to community settings. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Senior standing. Three lecture hours per week and 96 clinical hours. Fee: \$79.

454. ADVANCED MEDICAL SURGICAL NURSING. (5) Fall, Spring. Research-based theories, concepts, and basic critical-care skills are emphasized within the framework of the nursing process using critical thinking skills to provide holistic nursing care to critically ill clients and their families. In tertiary care settings, students apply advanced nursing skills, standards of ethical professional nursing practice, Christian values of caring, faith, and service, and servant-leadership principles to assist adult clients with high risk, un-

stable, and/or complex conditions to restore, maintain, and promote health or to die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, and respect for human worth and dignity are foundational to effective clinical judgments and client outcomes. Prerequisite: Senior standing. Three lecture hours per week and 96 clinical hours. Fee: \$65.

455. NURSING LEADERSHIP AND MANAGEMENT. (4) Fall, Spring. Research-based leadership, followership, and management theories and concepts, and the nursing process are emphasized using critical-thinking skills and teaching-learning principles to provide holistic nursing care relative to the management of adult clients' health concerns. In secondary care settings, students apply standards of ethical professional nursing practice, Christian values of caring, faith, and service, and servant-leadership principles while working with peers and clinical agency employees to ensure that clients' health is restored, maintained, and promoted or that they die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, and respect for human worth and dignity are foundational to effective clinical judgments and client outcomes. Prerequisite: Senior standing. Two lecture hours per week and 96 clinical hours.

462. NURSING CAPSTONE EXPERIENCE. (3), Fall, Spring. A synthesis course exploring application of critical-thinking skills, communication skills, change theory, and professional role development. Professional behavior analysis, credentialing, and research critiquing are refined. Through the process of portfolio development, learners review and summarize learning outcomes of the nursing program. Prerequisite: NURS 412, senior standing. Taken the semester of graduation. Three lecture hours per week and up to 40 field experience hours to be arranged. Note: Two credit hours are required of Advanced Placement Track students and 3 credit hours are required of Traditional Track Students. Fee: \$102.

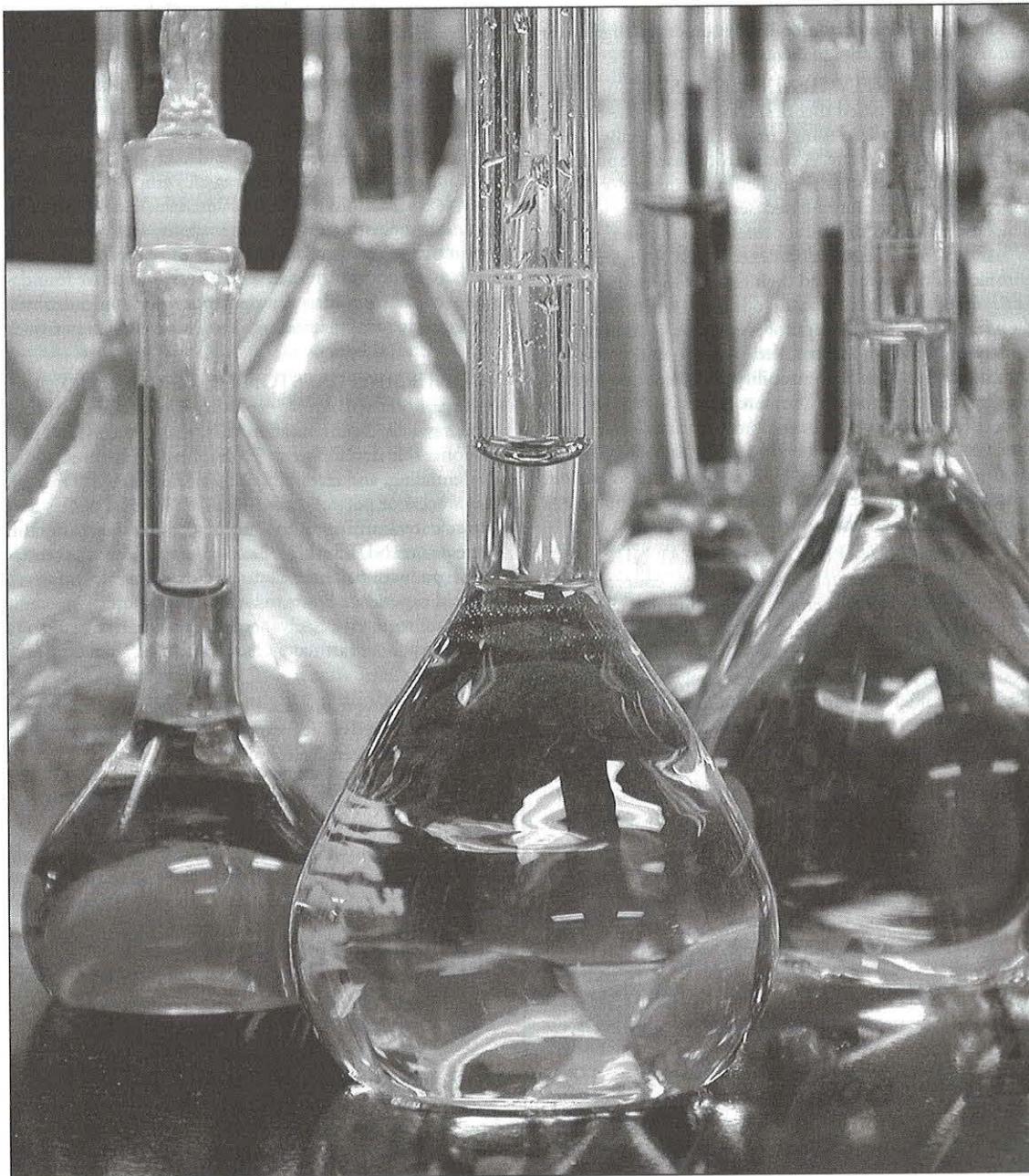
NOTE: Nursing malpractice liability insurance, standardized tests, selected clinical expenses, and laboratory supplies are included in course fees.

College of Sciences

DEAN: Dean B. Priest, Ph.D.

The College of Sciences comprises seven academic departments — behavioral sciences, biology, computer science, family and consumer sciences, kinesiology, mathematics and physical science.

The college reflects the University's commitment to the liberal arts and sciences through its involvement in interdepartmental and preprofessional programs and the General Education Program required of all students.



DEPARTMENT OF BEHAVIORAL SCIENCES

CHAIR: Jack D. Thomas, Ph.D.*

PROFESSORS:

- Kenneth L. Hobby, Ph.D.*
- Dwight Ireland, Ed.D.
- Lewis L. Moore, Ph.D.*
- Jack D. Thomas, Ph.D.*

ASSOCIATE PROFESSORS:

- John K. Cameron, Ph.D.*
- Debbie Ford, M.S.W., L.C.S.W.*
- B.J. Houston, J.D., M.S.E.
Director of Criminal Justice Program
- Kathy Howard, Ed.D.*
- Terry Smith, M.S.W., L.C.S.W., A.C.S.W.*
Director of Social Work Program

ASSISTANT PROFESSORS:

- Glen M. Adams, Psy.D.*
- Kim A. Baker-Abrams, L.M.S.W.*

ASSISTING FROM ANOTHER DEPARTMENT:

PROFESSOR:

- George H. Oliver, M.S.A.

* Designates professional licensure by the State of Arkansas.

The mission of the Department of Behavioral Sciences is to provide, within a Christian context, a sound knowledge and foundation in the field and to enhance growth in critical thinking, scientific inquiry, and Christian service.

CRIMINAL JUSTICE

The mission of the Criminal Justice Program is to:

1. Provide a liberal arts foundation emphasizing Christian ethics as it relates to a professional degree in criminal justice.
2. Prepare students for entry-level opportunities as college graduates in the criminal justice field, as well as provide a quality background for students who desire advanced study leading to professional careers in criminal justice.
3. Relate and integrate Biblical values and knowledge with the practice of a variety of occupations within the criminal justice field to render greater service within the community.

**BACHELOR OF SCIENCE DEGREE
CRIMINAL JUSTICE MAJOR (CJBS)**

The Bachelor of Science degree with a major in Criminal Justice is an interdepartmental program offered through the cooperation of the Behavioral Sciences and the History and Social Science departments. This major prepares students for positions in the criminal justice system, such as law enforcement, courts, corrections, probation and parole, juvenile justice programs and other government agencies.

REQUIREMENTS	HOURS
General Education (p 48):	54
You must take POLS 205.	
Major	54
CJ 260, 261, 264, 280, 325, 330, 343, 425; 15 additional hours elected from CJ 350, 470; PSY 382, 407, 415; MGT 368; POLS 304, 353, 354, 435, 436; SWK 395, 410; 15 hours of additional electives in the College of Arts and Sciences, including 9 upper-level hours.	
SOC 203 is strongly recommended.	
Free Electives	12
Remaining Bible	8
Total Hours	128

This degree requires a felony check.

Minor in Criminal Justice: 18 hours in criminal justice courses.

HUMAN RESOURCES

The Bachelor of Arts degree with a major in Human Resources is an interdepartmental program offered cooperatively with the College of Business Administration. This major provides preparation in human resource management and is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

**BACHELOR OF ARTS DEGREE
HUMAN RESOURCES MAJOR (HR)**

REQUIREMENTS	HOURS
General Education (p. 48):	54

ACADEMIC PROGRAMS

You must take ECON 201 and PSY 201.	
Major:	60
Business Courses (36 hours): ACCT 205, 206; BUS 265, 317, 343; ECON 202; MGT 332, 354, 368, 430; MKTG 330; PR S 371.	
Psychology Courses (24 hours): PSY 380, 382, 385, 400, 406, 407, 412, 415.	
Electives:	6
You must take IT 101. Other choices are BUS 461, SWK 410, 411.	
Remaining Bible:	8
BUS 435 is required and satisfies the Bible requirement in the semester it is taken.	
TOTAL HOURS	128

PSYCHOLOGY

The mission of the Psychology Program is to:

1. Provide a basic education in the science of psychology;
2. Assist students in developing their skills in understanding themselves and others;
3. Prepare students for entry-level opportunities as college graduates in the world of work;
4. Prepare students for advanced study leading to professional careers in psychology and/or counseling;
5. Relate and integrate the psychological truths found in the Word of God with the knowledge of modern psychological science.

**BACHELOR OF ARTS DEGREE
PSYCHOLOGY MAJOR (PSYC)**

REQUIREMENTS	HOURS
General Education (p. 48):	51
PSY 201 is counted below in the hours required for the major.	
Major:	36
PSY 201 (prerequisite to all other courses); 240, 325, 330, 380, 382, 385, 392, 400, 407, 415, 438.	
Recommended Electives:	15
PSY 315, 401, 412, 435, 440, 406; S WK 395, 410, 411	

Students preparing for graduate study in Clinical, Counseling, School, Human Resources/Industrial Psychology, or Marriage and Family Therapy should take PSY 315, 401, 412, and 435 as electives. Students not taking these courses will receive conditional recommendations from the department. These courses are required by most graduate programs, and if they are not taken at Harding, they most likely will be required as leveling courses.

PSY 440/540 is highly recommended.

Minor:	18
Remaining Bible:	8
TOTAL HOURS	128

Minor in Psychology: 18 hours in psychology, including 201 and 6 hours of upper-level work.

Minor in Psychology (for Bible majors): PSY 201, 240, 380, 382, 385, 412.

SOCIAL WORK

The mission of the Social Work Program is to provide high quality social work education to prepare professional entry-level generalist social workers who are committed to the enhancement of human well-being and who have a deep respect for human diversity. The Program fulfills its mission through the achievement of six basic goals essential to all undergraduate social work education. These goals are:

1. To uphold and support the purposes and objectives of Harding University, developing cooperative relationships between professional and liberal arts education.
2. To prepare students for beginning-level generalist practice with various client systems in a variety of rapidly changing contexts;
3. To promote identification with the profession of social work and its accompanying purposes, values and ethics so as to encourage responsible behavior in professional social work roles;
4. To develop a respect for cultural diversity so as to promote practice with diverse populations and challenge discrimination and oppression as

it relates to race, sex, age, ableness or other issues;

5. To prepare students as generalist practitioners who link research with social work practice;
6. To prepare students, through a strong liberal arts foundation, within the framework of Christian ministry, for lifelong commitment to professional development, including graduate education in social work.

Students desiring to enter the Social Work Program must apply to the director. Criteria for admission include:

1. Satisfactory progress toward completion of the General Education curriculum;
2. Completion of S WK 275;
3. A 2.0 GPA;
4. Submission of the application form to the Director of Social Work;
5. Completion of an information form for the social work faculty;
6. Letters of recommendation from two faculty members outside the Social Work Program with whom the student is taking or has taken courses;
7. An interview with a social work academic advisor and members of the Social Work Program Committee.

The Social Work Program Committee evaluates all applicants on the basis of these criteria. A written status response from the committee is sent to each applicant. Students admitted to the Social Work Program may begin the first sequence (S WK 280 and 305) in the professional social work curriculum.

You must earn a grade of "C" or better in each social work professional course (S WK 275, 280, 281, 305, 306, 330, 350, 351, 352, 410, 412, 451, 452) in order to meet the requirements for graduation.

Admission to the Social Work Program does not guarantee acceptance into S WK 452 (Field Placement). In order to be accepted, you must:

1. Complete all other program courses with a 2.5 GPA;
2. File a formal application with the Coordinator of Field Instruction no later than November 1 in the fall semester which precedes spring placement. Applications for summer placement must be filed the second week following spring break;
3. Obtain the recommendation of the Social Work Program Committee.

Following acceptance into Field Placement, you have five years to complete placement. After five years, additional requirements, including reapplication, may be imposed.

If you feel that your rights have been violated in the admissions/acceptance process or in classroom experiences, you may file a grievance with the Student Grievance Committee.

Transfer credit in social work may be awarded based on an investigation of course content rather than course title. In general, no transfer credit is awarded for S WK 350, 351, 352, 451, and 452.

The Beta Lambda chapter of Alpha Delta Mu, the national college honor society in social work, was chartered at Harding in 1980. Membership is by invitation and is based on scholastic achievement, character, and involvement.

The Social Work Program is accredited by the Council on Social Work Education.

BACHELOR OF SOCIAL WORK DEGREE SOCIAL WORK MAJOR (SOCW)

REQUIREMENTS	HOURS
General Education (p. 48):	46
You must take POLS 205, ECON 201 and MATH 200. PSY 201 and SOC 203 are prerequisites for the Social Work major and are counted below.	
Major:	57
Prerequisites: PSY 201; SOC 203; S WK 275.	
S WK 280, 281, 305, 306, 330, 350, 351, 352, 410, 412, 451, 452, and three hours from S WK 395, 399, 411, or SOC 345; PSY 382.	
Electives:	17
These may include leveling work, which decreases the hours of electives.	
Remaining Bible:	8
Bible is not taken during field placement.	
TOTAL HOURS	128
Minor in Human Services: 18 hours, including S WK 275, 280, 281, 305, 306, 410.	

The Department of Behavioral Sciences does not offer a sociology major. However, a minor in sociology or anthropology can be earned as follows:

Minor in Sociology: 18 hours in Sociology, including SOC 203 and 6 hours of upper-level work. Courses to consider are SOC 345, 350, 401, 407, 410, 411; SWK 280, 281, 395; FCS 251, 426; CJ 261, 343, 350; ANTH 250, 381.

Minor in Anthropology: 18 hours, including ANTH 250, 320, 381, 401.

ANTHROPOLOGY (ANTH)

250. CULTURAL ANTHROPOLOGY. (3) Fall, Spring, Summer. Diversity of culture. Comparison of behavioral patterns and values in various societies. Understanding and appreciating cultural diversity. Problems of cross-cultural communication.

320. ETHNOLOGY. (3) Offered on sufficient demand. World cultures with emphasis placed upon kinship, political and economic systems, religion, value systems, and social change. Prerequisites: Consent of instructor and department chairman.

381. PSYCHOLOGY ANTHROPOLOGY. (3) On sufficient demand. The effect of social structure in the development of personality, including the impact of culture in child-rearing. Theories of personality and their contributions toward understanding human behavior cross-culturally. Systematic comparisons of various personality characteristics in relation to cultural influence. Prerequisite: SOC 203 or PSY 201.

401. APPLIED ANTHROPOLOGY. (3) Offered on sufficient demand. Practical application of the understanding of man. How to identify and communicate with other people within and across cultures. Communicating in foreign cultures and subcultures within American culture. Prerequisite: 250 or consent of instructor.

CRIMINAL JUSTICE (CJ)

260. THE JUDICIAL PROCESS. (3) Fall. The judicial branches of national, state and local levels of government in terms of organization, officers, jurisdictions and decision making; informal mechanisms of the court system such as plea bargaining and civil settlements; basic legal research and citation style.

261. INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM. (3) Fall, Spring, Summer. Facets of the criminal justice system, including its sub-systems and how they interrelate; processing of offenders; punishment and its

alternatives, the future of the system.

264. CRIMINAL LAW. (3) Spring. Substantive criminal law relating doctrines of criminal liability to social and moral problems of crime; justifications for criminal law and punishment; distinctions between civil and criminal law; common law definitions of crimes against person and property; conditions which may excuse one from criminal responsibility or mitigate against punishment.

280. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (HBSE I). (3) Fall, Spring. Dynamics of human behavior and the effects of the social environment upon individual development; processes of human development, change and adaptation from infancy through adolescence with an examination of developmental stages, transitions and problems of social, biological, cognitive, emotional and behavioral aspects of human functioning; developing a people-in-systems theoretical orientation to the study of criminal justice. Prerequisite or corequisite: PSY 201, SOC 203 and BIOL 111.

325. STATISTICS. (3) Fall, Summer. The scientific method as applied to behavioral science through a study of research techniques and statistical analysis of data. Emphasis upon developing skills with descriptive and inferential statistics. Three class periods and two hours laboratory per week. Prerequisite: PSY 201 or consent of instructor.

330. RESEARCH METHODOLOGY. (3) Spring, Summer. Research methods of behavioral science, including observation, surveys, physical trace, experimental designs, program evaluation, various analyses of variance and non-parametric procedures to analyze data. Computer work and additional statistical techniques. A research project involving data collection, analysis and report is required. Three class periods and two hours laboratory per week. Prerequisite: 325 or consent of instructor.

343. CRIMINOLOGY. (3) Spring. Crime and juvenile delinquency emphasizing causes, law enforcement and treatment possibilities; empirical information, current research and influence of popular media.

350. CORRECTIONAL COUNSELING. (3) Spring. Diagnostic and therapeutic approaches with criminal offenders. Includes individual and group counseling skills and a discussion of special populations such as sex offenders, drug offenders and the chronically mentally ill.

425. PROFESSIONALISM AND ETHICS IN CRIMINAL JUSTICE. (3) Fall. Theories and practice of legality, morality, values and ethics, including ethical issues in policing, the courts, correction and crime control policies.

470. UNDERGRADUATE INTERNSHIP IN CRIMINAL JUSTICE. (6) Fall, Spring. A minimum of three months and approximately 480-500 hours in an approved criminal justice or social agency setting within a 75-mile radius of Harding University in Searcy, Ark.; designed to provide opportunity for application of academic learning to practical situations; should be taken between junior and senior years. The student must be a criminal justice major with a GPA of 2.5

or above in order to be eligible. Students must have completed their paperwork and application process by the first day of classes of semester enrolled for the internship. Internship hours and assignments are to be completed each semester the Friday before final exam week. Student must contact program director prior to contacting any agency providing internship. Professional liability insurance is required through the University, and the fee is to be determined by insurance company.

PSYCHOLOGY (PSY)

100. INTRODUCTION TO UNIVERSITY STUDIES. (3) Fall, Spring. Principles of effective study habits and attitudes. Availability and use of university resources. Exploration of personal values and goals. Does not count toward a major, minor, or general education requirements.

201. GENERAL PSYCHOLOGY. (3) Fall, Spring, Summer. An introductory course prerequisite to all higher-level courses in psychology. Learning, consciousness, memory, thinking, development, social behavior, motives and emotions, and normal and abnormal personality are discussed. An overview of modern psychology in terms of both biological and social factors. Open to first semester freshmen. **Must be taken by all psychology, social work, criminal justice, and human resources majors; credit cannot be given for CLEP or correspondence hours.**

240. DEVELOPMENTAL PSYCHOLOGY. (3) Fall, Spring, Summer. Psychological development from infancy through adulthood with emphasis on physical and motor, mental and language, emotional and social development. Prerequisite: 201.

315. PHYSIOLOGICAL PSYCHOLOGY. (3) Spring, Summer. Biological processes contributing to human behavior. Detailed review of the nervous system with topics of interest including sleep and dreams, memory and learning, psychopharmacology, brain damage and recovery and physiological models for schizophrenia and depression. Prerequisite: 201 or consent of instructor.

325/525. STATISTICS. (3) Fall, Summer. The scientific method as applied to behavioral science through a study of research techniques and statistical analysis of data. Emphasis upon developing skills with descriptive and inferential statistics. Three class periods and two hours laboratory per week. Prerequisite: 201 or consent of instructor.

330/530. RESEARCH METHODOLOGY. (3) Spring, Summer. Research methods of behavioral science, including observation, surveys, physical trace, experimental designs, program evaluation, various analyses of variance and non-parametric procedures to analyze data. Computer work and additional statistical techniques. A research project involving data collection, analysis, and report is required. Three class periods and two hours laboratory per week. Prerequisite: 325 or consent of the instructor.

367/567. COOPERATIVE EDUCATION. (1-6) See Cooperative Education catalog section.

380/580. PERSONALITY. (3) Fall, Summer. Major theories of personality are analyzed for their contribution to understanding human motives, development, psychopathology and behavior change. Emphasis upon conceptual understanding of the theories and the ability to communicate ones understanding in writing.

382/582. ABNORMAL PSYCHOLOGY. (3) Fall, Spring, Summer. Basic concepts of psychopathology including the development, description and treatment of psychological disorders. The DSM-IV is heavily emphasized with a special focus on diagnostic criteria. Prerequisite: 201 or EDUC 203.

385/585. COUNSELING. (3) Fall, Summer. A capstone course presenting theories and philosophies underlying current practices in the field of counseling. Special attention is given to helping students develop their own theory and techniques. The student will be presented appropriate assessment techniques used in counseling sessions. Prerequisites: Junior standing, 380, and 382.

392/592. HISTORY AND SYSTEMS. (3) Fall. Historical, scientific, and philosophical antecedents of contemporary psychology in relation to their current influence on the field; emphasis upon contributions of important leaders and schools of psychology; consideration of current problems in the field. Must be taken during junior year in order to prepare for Graduate Record Examination and graduate school teaching assistantships. Prerequisite: 12 hours of psychology or consent of instructor.

400/500. PSYCHOLOGICAL TESTING. (3) Spring, Summer. History and development of mental measurements, theory of test construction, and techniques for test evaluation. Emphasis upon developing familiarity with various tests of intelligence, personality, interest, and special aptitudes. Prerequisites: 201 and 325, 330 or consent of instructor.

401. GROUP PROCESSES. (3) Fall, Spring, Summer. A capstone course which includes group dynamics, group organization and development of leadership; group modification of individual conduct; group work and research; use of groups in the promotion of mental health. Prerequisites: PSY 380, 382, 385 or consent of instructor. (For SWK majors: 280, 281, 350, 351).

406/506. INDUSTRIAL PSYCHOLOGY. (3) Spring. Psychology applied in the workplace. Psychological assessment, job design, occupational stress, worker motivation, and career development. Interpreting and applying the professional literature of industrial/organizational psychology. Prerequisite: 330.

407/507. SOCIAL PSYCHOLOGY. (3) Fall, Spring, Summer. Psychology of the individual in the group situation. Social psychology research, social theory (behavior and attitudes, explaining behavior, social thinking in the clinic), social influence (cultural influences, conformity, persuasion, group influence, social psychology in court), and social relations (aggression, altruism, prejudice, attraction, conflict and peacemaking). Group research projects are required. Prerequisite: 330 or consent of the instructor.

412/512. **TECHNIQUES OF COUNSELING.** (3) Spring, Summer. A capstone course which includes enhancement of interpersonal counseling skills and provision of a framework for understanding the interviewing and Christian counseling process. Prerequisites: PSY 380, 382, 385.

415/515. **DATA ANALYSIS.** (3) Fall, Spring, Summer. Statistical analysis of social science research data using the statistical software package SPSS. This is a capstone course which integrates comprehensive understanding and application of SPSS with descriptive and inferential analysis of data. Prerequisites: PSY 325 and 330 or their equivalents. Three class periods and 2 hours laboratory per week.

435/535. **ADVANCED RESEARCH.** (3) Fall. A capstone course which requires a major research project which can be presented to doctoral programs as an example of interest and capability in conducting independent research. Enrollment limited on a competitive basis. Three hours lecture and one three-hour weekly lab. All reports typed APA publication style. Presentation of papers at the Arkansas Student Psychology Symposium is required. Prerequisites: PSY 325 and 330 with minimum grade of "B" in both courses.

438. **PSYCHOLOGY OF LEARNING.** (3) Spring, Summer. Addresses both behavioral and cognitive learning. The behavioral section emphasizes conditioning processes, philosophical foundations of behaviorism, and applied behavior therapy. The cognitive section focuses upon memory, language acquisition and problem solving.

440/540. **FIELD EXPERIENCE IN PSYCHOLOGY.** (3) Fall, Spring, Summer. Participation in an approved mental health setting is a must for being admitted to either master's or doctoral programs. Experience supervised by a faculty member in the student's interest area. Prerequisites: 18 hours in psychology, consent of the department chairman, and purchase of professional liability insurance through Harding University. Fee: To be determined by insurance company.

450/650. **INDEPENDENT STUDY.** (1-3) Fall, Spring. Individual study or research for qualified senior and graduate majors in psychology. Prerequisite: Approval of a formal proposal submitted to the faculty member and department chairman.

SOCIAL WORK (SWK)

275. **INTRODUCTION TO SOCIAL WORK.** (3) Fall, Spring, Summer. The historical and philosophical bases of the profession and how they relate to social work practice. An introduction to social work practice, values, and professional orientation. Prerequisites: PSY 201 and SOC 203, or consent of program director.

280. **HBSE I (HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I).** (3) Fall, Spring. Dynamics of human behavior and the effects of the social environment upon individual development. Processes of human development, change, and adaptation from infancy through adolescence, with an examination of developmental stages, transitions, and problems inclusive of social, biological, cogni-

ing. Developing a people-in-systems theoretical orientation to the study of social work. Prerequisites or corequisites: PSY 201, SOC 203, and BIOL 111.

281. **HBSE II (HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II).** (3) Spring. Continuation of the people-in-systems theoretical orientation, building understanding and knowledge of human behavior as influenced by bio-psycho-socio-cultural factors. Current perspectives on adulthood and aging. Knowledge, concepts, and theories with which to understand and work with individuals in the context of their social environment, especially the American culture. Prerequisite: HBSE I.

305. **SOCIAL WELFARE POLICY AND SERVICES I.** (3) Fall. The history, development, and contemporary nature and structure of social welfare as a system. Values, philosophies, and ideological positions leading to the development of social welfare policy. Societal forces that influence current developing social policy, with particular emphasis on the relation of economic and political processes to social policy development. Analysis of social policies in view of their historical and ideological positions and responsiveness to individual and social needs. Prerequisites or corequisites: S WK 275, POLS 205, HIST 101 or 102, HIST 110 or 111.

306. **SOCIAL WELFARE POLICY AND SERVICES II.** (3) Spring. The organizational and systematic process involved in social welfare policy formulation, implementation, and analysis. Specific policies that influence the areas of income maintenance, poverty, health care, housing, special populations, and service delivery. Transition of policy analysis and formulation into implementation with specific emphasis on the legislative, judicial, and administrative functions involved. Emphasis on the social work practitioner's influence on the policy-making process. Prerequisites or corequisites: POLS 205, ECON 201.

330/530. **SOCIAL WORK RESEARCH.** (3) Fall. Study of the research process and its applications in generalist social work practice. Conceptual foundation for research. Quantitative and qualitative methods of inquiry, design, data collection and analysis. Ethical and human diversity issues in research.

345. **GERONTOLOGY.** (3) Fall. Role of the aged in American society. Impact of social change and special problems of the elderly.

350. **SOCIAL WORK PRACTICE I.** (3) Fall. Social work with individuals, families, groups, and communities. Knowledge, values, and skills essential in engaging client systems. The use of problem-solving skills within a systems framework. Prerequisites: Admission to the Program, S WK 275, 280, or consent of program director.

351. **SOCIAL WORK PRACTICE II.** (3) Spring. Assessment, goal selection, and intervention approaches with individuals, families, groups, and communities. Different models of practice are introduced, and the evaluation and termination of practice are examined. Prerequisite: S WK 350.

352. **SOCIAL WORK PRACTICE III.** (3) Fall. Applica-

tion of generalist social work skills toward an issue currently encountered by practitioners. Utilization of the problem-solving process at various levels of intervention, including individuals, families, small groups, organizations and communities. Cases are presented to challenge students to apply the problem-solving method. Ethical dilemmas and ethical problem solving are included. Prerequisite: S WK 351.

367/567. **COOPERATIVE EDUCATION.** (1-3) Offered on demand. See Cooperative Education catalog section.

395/595. **CHILD ABUSE AND NEGLECT.** (3) Fall, Summer. A historical and theoretical framework for social workers and human services professionals on the topic of child abuse and neglect in American society. The scope of the problem and factors associated with categories of child mistreatment. Intervention, treatment, and prevention strategies, with special attention to the legal response to child abuse and neglect and to skills which restore healthy family functioning.

399/599. **CHILD WELFARE SERVICES.** (3) Spring, Summer. Major policy, practice, and research issues that shape current child welfare practice. Areas of service designed to improve opportunities for optimal child development, buttress family functioning, and address dysfunction in children and families, including foster care, adoptions, family preservation, child protective services, day care, and residential treatment services.

410/510. **HUMAN DIVERSITY.** (3) Fall, Spring, Summer. Identity, goals, and organizations of American minority groups. Race relations as a social problem. Dimensions of prejudice and oppression. Prerequisite: 203.

411/511. **LAW AND BEHAVIORAL SCIENCES.** (3) Spring. The legal environment in which social work, psychology, and related behavioral sciences operate. The American legal system. Legal provisions related to child welfare, domestic violence, health care, and mental health. Legal aspects of professional liability, credentialing, and confidentiality. Development of professional expertise in courtroom behavior.

412. **COMMUNITY PRACTICE.** (3) Fall. A study of social work practice with groups, communities, and organizations. A seminar on a current social issue is to be designed and implemented as a class project.

450. **INDEPENDENT STUDY.** (1-3) Fall, Spring. Individual study or research for qualified senior/graduate majors in social work. Prerequisite: Approval of a formal proposal by the instructor, Director of Social Work Program, and department chairman.

451. **SOCIAL WORK SEMINAR.** (3) Spring, Summer. Review of latest developments in social work; analysis of problems encountered in field placement; development of self-awareness and individual worker style.

452. **FIELD PLACEMENT.** (9) Spring, Summer. Placement in a social work agency for 420 hours of supervised field practice. All core courses must be completed prior to placement. Each student participating in a field placement must purchase professional liability insurance through Harding

University. Prerequisites: Completion of all core courses; purchase of professional liability insurance through Harding University. Fee: To be determined by insurance company.

SOCIOLOGY (SOC)

203. **GENERAL SOCIOLOGY.** (3) Fall, Spring, Summer. A broad perspective of the nature of society and its problems in terms of social institutions, forces, and changes. Cultural diversity and understanding of group interaction in our multi-ethnic society.

345. **GERONTOLOGY.** (3) Fall. Role of the aged in American society. Impact of social change and special problems of the elderly.

350. **ORGANIZATIONAL BEHAVIOR.** (3) Fall. Social aspects of the structure and functioning of modern formal organizations, including industrial, governmental, and educational systems. The effect of bureaucracy and formation of informal groups within the systems. Prerequisite: 203.

401. **GROUP PROCESSES.** (3) Fall, Spring, Summer. Group dynamics, group organization and development of leadership; group modification of individual conduct; group work and research; use of groups in the promotion of mental health. Prerequisites: PSY 380, 382, 385 or consent of instructor. (For SWK majors: 280, 281, 350, 351).

405/505. **CONTEMPORARY SOCIAL PROBLEMS.** (3) Fall. Major theories of social problems. Relation of cultural values to social problems. Study of problems such as mental disorder, crime, poverty, sexual relations, overpopulation, environment, and race. Prerequisite: 203.

407/507. **SOCIAL PSYCHOLOGY.** (3) Fall, Spring, Summer. Psychology of the individual in group situations. Social psychology research, social thinking (behavior and attitudes, explaining behavior social thinking in the clinic), social influence (cultural influences, conformity, persuasion, group influence, social psychology in court) and social relations (aggression, altruism, prejudice, attraction, conflict and peacemaking). Individual research projects required. Prerequisite: 330.

410/510. **HUMAN DIVERSITY.** (3) Fall, Spring, Summer. Identity, goals, and organizations of American minority groups. Race relations as a social problem. Dimensions of prejudice and oppression. Prerequisite: 203.

411/511. **LAW AND BEHAVIORAL SCIENCES.** (3) Spring. The legal environment in which social work, psychology and related behavioral sciences operate. The American legal system. Legal provisions related to child welfare, domestic violence, health care and mental health. Legal aspects of professional liability, credentialing and confidentiality. Development of professional expertise in courtroom behavior.

450. **INDEPENDENT STUDY.** (3) Fall, Spring. Individual study or research for qualified senior/graduate majors. Prerequisites: Approval of a formal proposal submitted to the faculty member and department chairman.

DEPARTMENT OF BIOLOGY

CHAIR: John W. Moon Jr., Ph.D.

ASSOCIATE CHAIR: Steven C. Moore, Ph.D.

PROFESSORS:

Ronald Doran, M.S.

John W. Moon Jr., Ph.D.

Michael V. Plummer, Ph.D.

Ward Bryce Roberson, Ph.D.

ASSOCIATE PROFESSORS:

Joe Goy, Ph.D.

Steven C. Moore, Ph.D.

INSTRUCTORS:

Steve Cooper, M.S.

Jo Goy, M.S.

The mission of the Department of Biology is to:

1. Provide a basic knowledge of biology as a necessary part of general education;
2. Train teachers of biology;
3. Equip students for graduate study; and
4. Prepare students to pursue medicine, dentistry, nursing, medical technology, and similar professions.

Biology majors may elect either the Bachelor of Arts degree – if licensing to teach – or the Bachelor of Science degree. Senior majors must take the Major Field Test in Biology, preferably during the last semester.

As a rule, students with ACT math scores of 29 and below (O-SAT 630 and below; R-SAT 630 and below) need leveling work before taking MATH 201. Students with ACT math scores between 19 and 24 (O-SAT between 410 and 530; R-SAT between 450 and 550) should take MATH 151 (4 hours) and 152 (2 hours); those with ACT math scores between 25 and 29 (O-SAT between 540 and 630; R-SAT between 560 and 630) should take MATH 171 (5 hours). Leveling work decreases electives or increases total hours in the degree.

BACHELOR OF ARTS DEGREE**BIOLOGY MAJOR (BEDU)**

(Teacher Licensure for Integrated Life/Earth Science 2002)

REQUIREMENTS**HOURS****General Education (p. 48):**

39

EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure.

Biology, mathematics, physical science, and 3 hours of global literacy are counted below in the hours required for the major.

You must take POLS 205; one course from ANTH 250, POLS 202, GEOG 302 or 303, SOCS 301 (for global literacy/additional social science for licensure).

Major:

68

BIOL 121, 122, 250, 254, 259, 271, 249 or 280, 315, 357, 406, 407, 440 (4 semesters required); MATH 171; PH S 410; 16 hours from chemistry, physical science and physics, including CHEM 121, 122 (with a grade of "C" or better) and 215, PH S 111, 112 and 113.

Math leveling work, if needed, increases the total hours in the degree by 5 to 6 hours.

Education Courses:

32

EDFD 202, 203, 311; SEED 310, 417, 428, 451, 480; SPED 418; H ED 203. Consult the College of Education catalog section for additional licensure information.

Remaining Bible:

4

PH S 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. Bible is not required during the supervised teaching semester.

TOTAL HOURS

143



**BACHELOR OF SCIENCE DEGREE
BIOLOGY MAJOR (BIO)**

REQUIREMENTS	HOURS
General Education (p. 48): Biology, mathematics and physical science are counted below in the hours required for the major.	45
Major BIOL 121, 122, 254, 259, 315, 407, 440 (4 semesters required) and 357 or 406; one course from 249, 261 or 280; 7 additional upper-level biology hours. CHEM 121, 122 (with a grade of "C" or better), 215; PHYS 201, 202; MATH 201; PH S 410. Plus 7 upper-division electives from math, computer science, chemistry, physical science or biology.	70

Electives: Math leveling, if needed, decreases electives by 5 to 6 hours.	7
Remaining Bible: PH S 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken during the spring semester of the senior year.	6
TOTAL HOURS	128
Minor in Biology: 18 hours of biology, including 121, 122, 259 and 315.	

BIOLOGY (BIOL)

111. GENERAL BIOLOGY. (3) Fall, Spring. A lecture course in the principles of biology for students not majoring in natural sciences. Satisfies the general education requirement in biology, but does not count toward a major or minor in biology.

113. HUMAN STRUCTURE AND FUNCTION. (3) Fall, Spring. Structure and function of selected human organ systems and the cellular mechanisms and processes upon which they are based. Circulatory, digestive, nervous, musculoskeletal and respiratory systems. Designed for majors in communication disorders, dietetics, nursing, physical education, and others who need an introduction to human anatomy and physiology. Satisfies the general education requirement in biology, but does not count toward a major or minor in biology.

121. GENERAL ZOOLOGY. (4) Fall, Spring. The animal kingdom, with emphasis on taxonomy, morphology and life histories, to typical representatives of the animal phyla. Three lectures and one 3-hour laboratory each week. Fee: \$20.

122. GENERAL BOTANY. (4) Fall, Spring. The plant kingdom from prokaryotes to the flowering plants. Identification, classification, life histories and importance of plants. 3 hours of lecture and 3 hours of laboratory or field trips per week. Fee: \$20.

249. ANATOMY AND PHYSIOLOGY I. (4) Fall, Spring, Summer I. First half of a two-semester human anatomy and physiology course. Designed for majors in nursing, family and consumer sciences and psychology. Three lectures and 3 hours laboratory per week. Prerequisite: CHEM 215 with a minimum grade of "C." Fee: \$57.

250. ENVIRONMENTAL SCIENCE. (3) Spring. Biological knowledge of the structure and function of ecosystems; human influence on the environment. Three lectures and/or discussion groups per week.

253. ANATOMY AND PHYSIOLOGY II. (4) Fall, Spring, Summer II. Second half of a two-semester human anatomy and physiology course. Designed for majors in nursing, family and consumer science and psychology. Three lectures and 3 hours laboratory per week. Prerequisite: BIOL 249 with a minimum grade of "C." Fee: \$57.

254. BIostatISTICS. (3) Fall, Spring. An introductory, computer-based course. Topics include populations and samples, variables, probability distributions, descriptive statistics, statistical inference and hypothesis testing using selected parametric and non-parametric tests. Choosing appropriate analyses and interpreting results are emphasized. Three hours of lecture and 2 hours laboratory per week.

259. CELL BIOLOGY. (4) Fall, Spring. Introduction to cell structure and function. Examination of organelle and membrane structure and the role of enzymes in their function; cell processes including respiration and photosynthesis; gene expression and protein synthesis; cellular reproduction;

and cell proliferation, differentiation and senescence. 4 hours lecture/discussion per week. Prerequisite: CHEM 215 or 301 with a minimum grade of "C."

261. VERTEBRATE MORPHOLOGY. (4) Fall. Comparative structure and function of the vertebrates, including extinct forms. The laboratory provides an intensive dissection experience. 3 hours of lecture and 3 hours of laboratory per week. Prerequisite: BIOL 121.

271. MICROBIOLOGY. (4) Fall, Spring. Biology of prokaryotes and certain microscopic eukaryotic organisms. Virus structure and pathogenicity. Control of microorganisms by physical and chemical means. Epidemiology. Introduction to disease processes, host resistance and immunity. Approved by NAACLS for immunology content. Techniques for studying, isolating, identifying and controlling microorganisms. 3 hours of lecture and 3 hours of laboratory per week. Prerequisites: A minimum grade of "C" in the following: BIOL 259 or CHEM 215 or 301.

280. ANIMAL PHYSIOLOGY. (4) Fall of odd years. Functions of each of the organ systems of animals, including the nervous, musculoskeletal, cardiovascular, respiratory, excretory and endocrine systems and their relation to environmental variables. 3 hours lecture and 3 hours of recitation per week. Prerequisite: BIOL 121 and 259.

310. MARINE BIOLOGY. (3) Spring of even years. Interactions of physical and chemical factors and habitat diversity with the biological components of the world's oceans. Environmental topics such as fisheries, mariculture, pollution and conservation. 2 hours lecture and 3 hours laboratory per week. Prerequisite: BIOL 121.

311. INVERTEBRATE ZOOLOGY. (4) Spring of odd years. Systematics, morphology, life history, physiology and ecology of marine, freshwater and terrestrial invertebrate phyla. 3 hours of lecture and 3 hours laboratory per week. Prerequisite: BIOL 121. Fee: \$20.

314/514. TOPICS IN BIOLOGY. (1-6) Offered on demand. Topics are determined by student needs and interests and instructor availability. Prerequisite: junior standing and consent of the instructor.

315/515. GENETICS. (4) Fall, Spring. Heredity, molecular genetics, microbial genetics, and variation and selection. Three lecture/demonstrations and 3 hours laboratory per week. Prerequisites: BIOL 259 and MATH 200 (or BIOL 254).

345/545. FIELD STUDIES. (1-6) Offered on sufficient demand during summer or school recess. An extended field trip designed to acquaint biology majors with natural ecosystems. Biogeographical report on area to be visited is required prior to trip, and trip journal is required upon return. One week of field work required for each hour of credit. Prerequisites: BIOL 121, 122, junior standing, and consent of instructor. All trip expenses will be prorated among the participants.

352/552. PLANT TAXONOMY. (4) Offered on suffi-

cient demand. History and basic principles. Laboratory work stressing the structural characteristics of vascular plant families and the use of field manuals in identifying components of local flora. Three lectures and 3 hours of laboratory or field work per week. Prerequisite: BIOL 122. Fee: \$20.

357. CELL AND MOLECULAR BIOLOGY LABORATORY. (2) Fall, Spring. Principles and techniques of cell and molecular biological analysis. Extensive use of laboratory equipment to investigate, collect, analyze and display biological data is emphasized. Strongly recommended for students pursuing graduate work in cellular or molecular biology, including the medical field. 1 hour of lecture and 3 hours of laboratory per week. Prerequisites CHEM 215 or 301, MATH 200 (or BIOL 254), BIOL 259, 315.

367/567. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

371. ADVANCED GENETICS LABORATORY. (2) Fall, Spring. Course in transmission and molecular genetics. Classic papers are read and discussed to complement laboratory problem solving. Students are expected to pose problems, design experiments, analyze data, and communicate results to their peers. One hour lecture/discussion and 4 hours laboratory per week. Prerequisites: BIOL 315 and CHEM 215 or 301.

406. ECOLOGY LABORATORY. (2) Fall, Spring. Laboratory and field work utilizing basic quantitative methods of ecological research at the individual, population and community levels. Prerequisite: BIOL 121 or 122 and 407. Fee: \$20.

407/507. ECOLOGY. (3) Fall, Spring. The fundamental interactions between organisms and their environment which determine their distribution and abundance. Prerequisite: BIOL 121 or 122.

408/508. SCIENCE FOR THE P-8 TEACHER. (3) Fall, Spring. A science concept and content course designed especially for the P-8 teacher. Science literacy in an evolving technological society. Science as an active, constructive, cooperating process. Science involving experimentation, investigation of scientific phenomena, analysis, inquiry and problem solving. Science that includes interdisciplinary content, connections and real-world applications. Corequisite: ELED 408. Fee: \$24.

409/509. ANIMAL BEHAVIOR. (3) Offered on demand.

The function, ecology, evolution and genetics of animal behavior. Two lectures and a 3-hour laboratory per week. Prerequisite: BIOL 121.

416/516. HERPETOLOGY. (4) Spring of even years. The morphology, systematics, ecology, behavior and distribution of amphibians and reptiles. Three lectures and 3 hours of laboratory or field work per week. Prerequisite: BIOL 121. Fee: \$20.

425/525. MOLECULAR AND CELLULAR BIOLOGY. (3) Spring of even years. The biochemistry, energetics and physiology of cells. Current approaches used in molecular genetics; problem-solving approaches to understanding current research data. Designed for students preparing for careers in biology, medicine and related fields. Three hours of lecture/discussion and 3 hours of recitation per week. Prerequisite: BIOL 259, 315 and CHEM 301.

430/530. RESEARCH. (1-4) Offered on sufficient demand. A research participation course for advanced science students. Students should enroll for at least two successive semesters. A research paper is required. Prerequisites: junior standing with a GPA of 3.0 in the sciences, plus consent of the instructor.

440. SEMINAR. (0-2) Fall, Spring. Oral presentation of current biological topics. Career opportunities, graduate school opportunities, use of biological literature, and presentation of research topics. Four semesters of enrollment required. Students who have completed 45 hours are eligible for enrollment. Fee: \$30.

471. IMMUNOLOGY. (4) Spring of odd years. An introductory study of the principles of the immune system. Major topics include immunohematology, the lymphoid system, immunogenetics, antibody and cell-mediated immune responses, immune ontogeny, as well as immunity against microorganisms and immune-mediated diseases. The laboratory includes exercises in both humoral and cell-mediated immunity with clinical applications. Prerequisites: BIOL 257 and 259.

473. MOLECULAR, CELLULAR AND PHYSIOLOGY LABORATORY. (2) Offered on demand. Current methods for studying proteins, enzymes and DNA. Students pose problems, design and perform experiments, analyze data, and communicate results to their peers. 1 hour of lecture/discussion and 4 hours laboratory per week. Prerequisite: BIOL 425.

DEPARTMENT OF COMPUTER SCIENCE AND COMPUTER ENGINEERING

CHAIR: Timothy B. Baird, Ph.D.

PROFESSORS:

Stephen A. Baber, Ph.D.
 Timothy B. Baird, Ph.D.
 Robert L. Douglas, M.S.

ASSISTANT PROFESSORS:

John W. Nunnally, M.S.
 Scott S. Ragsdale, M.S.E.

INSTRUCTOR:

Dana Steil, B.S.

ASSOCIATE INSTRUCTOR:

Frank McCown, B.S.

ASSISTING FROM OTHER DEPARTMENTS:

PROFESSOR:

Travis Thompson, Ph.D.

ASSOCIATE PROFESSOR:

James Behel, Ph.D.

The mission of the Department of Computer Science and Computer Engineering is to:

1. Prepare students for participation in all phases of software development;
2. Prepare computer engineering students for systems engineering and design;
3. Provide a foundation of fundamental concepts which will accommodate emerging technologies.

**BACHELOR OF SCIENCE DEGREE
 COMPUTER SCIENCE MAJOR (CSC)**

REQUIREMENTS	HOURS
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General Education:	51
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Do not take MATH 200. Mathematics is counted below in the hours required for the major.

Major:	60-61
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MATH 201, 251, 275, 313, 318;
 COMP 170 or 150/151, 245, 250,
 268, 301, 310, 311, 336, 345, 439,
 440; three courses from COMP 305,
 320, 328, 335, 349, 367, 425, 430,
 431, 445, 446, 450, PHYS 350.

Leveling Work:	0-6
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As a rule, students with ACT math scores 29 and below (O-SAT 630 and below; R-SAT 630 and below) need leveling work before taking MATH 201. Students with ACT math scores between 19 and 24 (O-SAT between 410 and 530; R-SAT between 450 and 550) should take MATH 151 (4 hours) and 152 (2 hours); those with ACT math scores between 25 and 29 (O-SAT between 540 and 630; R-SAT between 560 and 630) should take MATH 171 (5 hours). Leveling work decreases the hours of electives.

Electives:	3-9
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Two hours if maximum leveling is needed (see above); 8 hours if no leveling is needed.

Remaining Bible:	8
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TOTAL HOURS	128-129
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**BACHELOR OF ARTS DEGREE
 COMPUTER SCIENCE MAJOR (CSC)**

REQUIREMENTS	HOURS
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General Education (p. 48):	51
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Do not take MATH 200.
 Mathematics is counted below in the hours required for the major.

Major:	42-43
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MATH 151; COMP 170 or 150/151,
 245, 250, 268, 301, 310, 311, 336,
 345, 439, 440; two courses from
 COMP 305, 320, 328, 335, 349, 367,
 425, 430, 431, 445, 446, 450, PHYS
 350.

Minor:	18
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Electives:	9
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Remaining Bible:	8
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TOTAL HOURS	128-129
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Minor in Computer Science: 18 hours of computer science, including 6 upper-level hours.

**BACHELOR OF SCIENCE DEGREE
COMPUTER ENGINEERING MAJOR (CENG)**

REQUIREMENTS	HOURS
General Education:	42
(The General Education requirements listed here supersede those listed on p. 48 of this catalog.)	
Spiritual and Moral Values:	9
BNEW 112, BOLD 101, BDOC 253; one course from BNEW 211, BNEW 213, BYFE 234, BDOC 251, BOLD 202	
Communication and Critical Thinking:	9
ENG 111 or 113, ENG 211, COMO 101	
The Individual and the Social Environment:	5
ECON 201, KINS 101	
The Natural World:	9
CHEM 121, MATH 201	
The Creative Spirit:	4
ART 101, MUS 101	
The Historical Perspective:	3
HIST 101 or 102	
Global Literacy:	3
BIOL 250	
Major:	84
30 hours from CENG courses, including 220, 221, 320, 321, 420, 421; 6 hours from CENG 340, 350, 450; 29 hours from COMP courses, including 170, 245, 268, 310, 311, 349; 6 hours from COMP 250, 328, 345, 425, 431, 445, 446; 25 hours of other required courses, including MATH 251, 260, 301, 351; 3 hours of math elective; PHYS 211, 212.	
Remaining Bible:	10
BHIS 340; BUS 435; PHS 410; one course from BMIS 385, BMIS 386, or BMIS 387.	
TOTAL HOURS	136

COMPUTER SCIENCE (COMP)

150. PROGRAMMING I. (3) Fall, Spring. A course for those with little or no experience in programming. Algorithmic solutions to basic programming problems. Writing of these solutions in C++.

151. PROGRAMMING II. (3) Fall, Spring. A continuation of 150. Concepts covered include multi-dimensional arrays, strings, records, pointers, and files. Prerequisite: 150.

170. SOFTWARE DEVELOPMENT. (5) Fall, Spring. Intended primarily for computing majors. Designing and writing modular program solutions using the C++ programming language. Advanced programming concepts such as multi-dimensional arrays, records, pointers, and files. A math ACT score of 27 or higher is recommended to take this course. Students with less preparation should take 150/151.

245. DATA STRUCTURES. (3) Fall, Spring. Major structures used for storing data on computer systems. Strings, stacks, queues, recursion, linked lists, trees, and graphs. Major searching and sorting algorithms. Analysis of algorithms. Prerequisite: 170 or 150/151.

250. INTERNET DEVELOPMENT. (3) Fall, Spring. Introductory Internet programming including HTML, cascading style sheets, Javascript, CGI programming using C++, applications of applets, XML and other Web development technologies. Prerequisite: 170 or 150/151.

268. COMPUTER ARCHITECTURE AND ASSEMBLER PROGRAMMING. (3) Fall, Spring. Machine and assembly language programming with emphasis on computer architecture, data representation, addressing techniques, instruction formats, and logic design. Prerequisite: 170 or 150/151.

301. SOFTWARE ENGINEERING. (3) Fall, Spring. Tools and techniques used in the analysis and design phases of the systems development lifecycle. Enterprise modeling, data modeling, structured modeling tools, structured design, CASE tools, and prototyping. Development of interpersonal communication skills in group exercises. Prerequisite: 150 or 170.

305. DECISION SUPPORT SYSTEMS. (3) Spring. The integration of microcomputer applications for decision support. Topics include advanced spread sheet applications, advanced microcomputer database applications, introduction to rule-based expert systems, and programming techniques for seamless integration of these products. Prerequisite: 245.

310. OPERATING SYSTEMS CONCEPTS. (3) Fall. The historical development and current functions of operating systems. Hardware and software requirements for operating systems which support uniprogramming, multiprogramming, and multiprocessing. Process management, memory management, disk scheduling, performance evaluation, security, and case studies. Prerequisites: 245 and 268.

311. DATA COMMUNICATIONS AND NETWORKING. (3) Spring. Network topology, local area networks, wide area networks, layered protocols, network management, and available network hardware and software. Prerequisites: 245 and 268.

320. ADVANCED APPLICATIONS PROGRAMMING USING COBOL. (3) Fall. Interactive applications using COBOL, including table handling, index searching, inter-



nal and external sorting, sequential and random file updating, and data storage methods. Prerequisite: 150/151 or 170.

328. NUMERICAL METHODS. (3) Spring of even years. Computer solutions to mathematical problems, including systems of linear equations, polynomial interpolation, fixed point algorithms, numerical integration, and numerical solutions to differential equations. Prerequisites: 150 or 170; MATH 251 and MATH 313.

335. FILE STRUCTURES AND ACCESS METHODS. (3) Fall of odd years. Data structures used for the storage of files and methods of access. Sequential files, direct access files, indexed sequential files, hashing, data compaction, data encryption, tree-structured indices, file-processing subroutine libraries, and file support for database systems. Prerequisite: 245.

336. DATABASE CONCEPTS AND APPLICATIONS. (3) Spring. Applications, requirements, structure, administrator functions, utilities, programming interfaces, data se-

curity, data integrity, hierarchical models, network models, relational models, normalization of relations, comparisons of available systems, and future directions. Individual and group projects using a database system. Prerequisite: 245 and 301.

345. OBJECT-ORIENTED PROGRAMMING. (3) Fall. Object-oriented programming using C++ and/or Java programming language(s). The object paradigm, classes and methods, data abstraction and encapsulation, polymorphism, single and multiple inheritance, memory management, operator and function overloading, templates, and exception handling. Prerequisite: 245.

349. APPLIED ALGORITHMS. (3) Fall of odd years. Classification of algorithms. Complexity and computing requirements, including efficiency, greedy algorithms, divide and conquer algorithms, dynamic programming, graph algorithms, probabilistic algorithms, and computability theory. Prerequisites: 245 and MATH 251.

367. COOPERATIVE EDUCATION. (3) Offered on

demand. See Cooperative Education catalog section.

425. DISTRIBUTED PROGRAMMING. (3) Fall of even years. Developing multi-tier and peer-to-peer software for large-scale and high-performance environments. Dynamic Link Libraries, component-based programming, sockets, remote procedure calls, client-server architectures, transaction monitors, object request brokers, multi-threading and current industry tools. Prerequisites: 311 and 345.

430. ARTIFICIAL INTELLIGENCE. (3) Fall of even years. Concepts and techniques used in the development of intelligent systems. Knowledge representation, game playing, search techniques, heuristics, deduction, learning, natural language processing, rule-based expert systems, constraint exploitation, and an appropriate programming language such as LISP or PROLOG. Prerequisite: 245.

431. ADVANCED INTERNET DEVELOPMENT. (3) Spring. Advanced Internet programming, including CGI programming using PERL, Java development, development of applets, Javabeans, servlets, JSP and advanced XML. Prerequisites: 245 and 250.

439. COMPUTING SEMINAR. (1) Fall, Spring. A weekly seminar required of all junior and senior computing majors. Credit may be taken only once. Enrolled students will be required to research and present a paper on a topic approved by the instructor. Includes presentations by faculty and invited speakers relative to ethics and current issues in computing. Prerequisite: Senior status.

440. CS SOFTWARE DEVELOPMENT PROJECT. (3) Spring. The capstone course for Computer Science majors. Development of a computer application in a simulated on-the-job environment through the analysis, design, programming, and testing phases of the software life cycle. Prerequisite: All other courses required by the major or consent of instructor.

441. CIS SOFTWARE DEVELOPMENT PROJECT. (3) Spring. The capstone course for Computer Information Systems majors. Development of a computer application in a simulated on-the-job environment through the analysis, design, programming, and testing phases of the software life cycle. Prerequisite: All other courses required by the major or consent of instructor.

445. GRAPHICAL USER INTERFACE PROGRAMMING. (3) Fall. Software development under event-driven, graphical user interface environments. Messaging, event-driven programming, window creation and management, window procedures, graphical resources, dialog boxes, CUA interfaces, device independence, printing, object linking and embedding, multiple document interfaces, object-based class libraries, and developing and integrating online help. Corequisite: 345.

446. COMPUTER GRAPHICS. (3) Spring of odd years. Mathematical and programming techniques central to computer graphics, including scaling, transformations, transla-

tions, rotations, reflections, projections, windowing, rendering, generated surfaces and hidden surface removal. Prerequisites: 245 and MATH 313.

450. INDEPENDENT STUDY. (1-3) Offered on demand.

COMPUTER ENGINEERING (CENG)

220. CIRCUITS I. (4) Fall. Fundamental properties of electrical circuits; basic concepts and circuit elements; analysis methods and network theorems; analysis of transient circuits. Three lecture/three laboratory hours per week. Prerequisite: MATH 201.

221. CIRCUITS II. (4) Spring. Laplace transform techniques for network analysis sinusoidal steady-state response of single and three phase circuits, resonant circuits, linear transformers and magnetic coupling, and introduction to filter design. Three lecture/three laboratory hours per week. Prerequisite: CENG 220.

320. ELECTRONICS. (4) Fall. Solid state devices as elements of electronic circuits; linear models and linear operation of these devices emphasized. Three lecture/three laboratory hours per week. Prerequisite: CENG 220.

321. DIGITAL ELECTRONICS. (4) Spring. Number systems and base conversions. Analysis and design of digital circuits. Logic and sequential design. Introduction to microprocessors. Three lecture/three laboratory hours per week. Prerequisite: CENG 320.

340. COMMUNICATION THEORY. (3) Frequency and time domain. Modulation, random signal theory, autocorrelation; noise, communication systems. Prerequisite: CENG 221.

350. DIGITAL SIGNAL PROCESSING. (3) Analysis of discrete-time signals and systems. Discrete-time Fourier analysis, sampling of continuous-time signals, z-transform, and transform analysis of discrete time systems. Prerequisite: CENG 221.

420. DIGITAL LOGIC AND COMPUTER DESIGN. (4) Fall. Hardware and software aspects of interfacing microprocessor CPUs to ROM, RAM, parallel ports and serial ports. Applications of serial and parallel ports. Displays, keyboards, A/D and D/A converters. Three lecture/three laboratory hours per week. Prerequisite: COMP 268.

421. DIGITAL LOGIC AND COMPUTER DESIGN. (4) Spring. Individual and/or team design projects that require creative application of computer engineering hardware and software concepts. Oral and written presentations are required for this capstone designed course. Three lecture/three laboratory hours per week. Prerequisite: CENG 420.

450. ELECTROMAGNETIC FIELDS AND WAVES. (3) Maxwell's equations, electrostatics, magnetostatics and time-varying electromagnetic fields and waves. Prerequisite: MATH 351.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

CHAIR: Elizabeth K. Wilson, Ed.D., C.F.C.S.,
C.F.L.E.

PROFESSORS:

Sharen Crockett, M.S., C.F.C.S.
Curriculum Director of Harding Early
Learning Center

Ellen Daniel, Ed.D., C.F.C.S.

Elizabeth K. Wilson, Ed.D., C.F.C.S., C.F.L.E.

ASSISTANT PROFESSORS:

Terri Rine, Ed.D.

Lisa Ritchie, Ed.D., R.D., L.D.

Director of Didactic Program in Dietetics

ASSISTING FROM OTHER DEPARTMENTS:

Rebecca Teague, M.S.E.

Director, Career Counseling and Placement

The mission of the Department of Family and Consumer Sciences is to prepare Christian professionals to assume leadership roles that support the quality of life of individuals and families in contemporary society. The department's vision is to empower individuals, strengthen families and enable communities.

In congruence with the mission of the University, and the standards of the American Association of Family and Consumer Sciences, the department seeks to:

1. Provide opportunities for students to develop their God-given talents for service to individuals, families, communities and the church;
2. Enhance students' growth in the fruit of the Spirit through daily interaction and classroom strategies;
3. Prepare students for diverse careers in family and consumer sciences;
4. Provide a solid foundation for students who pursue advanced study;
5. Prepare students for a lifelong commitment to learning and professional development;
6. Contribute to the preparation of professionals in other disciplines.

The Didactic Program in Dietetics is based upon the philosophy that optimal nutrition is essential for the health and well-being of every person. Likewise, the program recognizes that societal needs are best served by having a population that is adequately nour-

ished. Thus the purpose of the program is to prepare individuals with a unique combination of knowledge and skills conducive to helping individuals and society meet their nutritional needs.

The mission of the Didactic Program in Dietetics is to:

1. Provide students with a comprehensive knowledge of the interrelationships of food, nutrition, and health based upon the integration of principles from a variety of disciplines;
2. Provide students interested in the dietetics profession with an American Dietetic Association (ADA) Approved Didactic academic program in preparation for entrance into a dietetic internship or an Approved Preprofessional Practice Program (AP4);
3. Provide students interested in the food service systems management and nutrition-related professions with knowledge, skills, and training in areas of food, nutrition, and management;
4. Prepare students interested in graduate study with the knowledge and skills for completion of advanced degree programs.

The Didactic Program in Dietetics at Harding University is currently granted approval by the Commission on Accreditation for Dietetics Education of The American Dietetic Association. CADE is a specialized accrediting body recognized by the Commission on Recognition and Postsecondary Accreditation and the United States Department of Education. The address and phone number of CADE are: 216 W. Jackson Boulevard, Ste. 800, Chicago, IL 60606, 312-899-4976.

The Harding Early Learning Center provides pre-professional experiences for students studying child development. The total development of the child is emphasized. The Center is licensed by the Arkansas Department of Human Services as a child care center and has received Quality Approval Status from the Division of Child Care and Early Childhood Education. The Center has also achieved accreditation by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. This is the highest honor possible for early childhood centers.



The Nu Delta Chapter of Kappa Omicron Nu is a national honor society dedicated to recognizing and encouraging excellence in scholarship, research, and leadership in family and consumer sciences. The chapter was chartered at Harding University on October 27, 1995. Membership is by invitation based on the completion of 45 semester hours in family and consumer sciences or one of its specializations with a minimum GPA of 3.25 on a 4.0 scale and a ranking of the top 25 percent of the class in the unit.

The department offers the Bachelor of Science degree with majors in child and family sciences, dietetics, family and consumer sciences education, family and consumer sciences, and fashion and interiors merchandising. A minor in family and consumer sciences is also offered.

All departmental majors take the FCS Program Foundations of 6 hours:

FCS 100	2 hours
FCS 205	3 hours
FCS 400	<u>1 hour</u>
	6 hours

**BACHELOR OF SCIENCE DEGREE
CHILD AND FAMILY SCIENCES MAJOR (CFS)**

REQUIREMENTS	HOURS
General Education (p. 48):	52
You must take BDOC 251. BDOC is counted in the hours required for the core.	
FCS Program Foundations:	6
FCS 100, 205, 400.	
Child and Family Sciences Core:	35
FCS 251, 267, 322, 323, 331, 352, 391, 426, 430; S WK 395; BDOC 251; IT 101	

2001-2002 Harding University Catalog
Specialty Core: 18

Track A: Child Development*

FCS 350, 351, 425, 461; H ED 202; S WK 399; ENG 350

Track B: Family Life Education**

FCS 240, 340, 427; COMO 260; S WK 345, 410

Electives: 9

This degree may include leveling work, which decreases the hours of electives.

Remaining Bible: 8

TOTAL HOURS 128

* Designed to meet Child Life Council's Child Life Specialist Curriculum Guidelines except for the supervised clinical experience.

** Meets National Council of Family Relations' Curriculum Guidelines for Certification as Family Life Educator.

**BACHELOR OF SCIENCE DEGREE
DIETETICS MAJOR (DIET)**

REQUIREMENTS	HOURS
General Education (p. 48):	39
You must take MATH 151 and 200, BIOL 113, POLS 205, PSY 201. These are counted below in the hours required for the major.	
Do not take PH S 111, 112, 113, 115, 116. The general education requirement for PH S is satisfied by CHEM 114, also counted below in the hours required for the major.	
FCS Program Foundations:	6
FCS 100, 205, 400.	
Dietetics Core:	81
FCS 102, 240, 300, 331, 380, 415, 420, 424, 431, 433, 434, 435, 436, 461; BIOL 113, 271; CHEM 121, 122, 215, 216, 324; IT 101; MATH 151 and 200; PSY 201; POLS 205; KINS 407; MKTG 330.	
Electives:	0
This degree may include leveling work, which decreases the hours of electives.	
Remaining Bible:	8
TOTAL HOURS	134

ACADEMIC PROGRAMS

**BACHELOR OF SCIENCE DEGREE
FAMILY AND CONSUMER SCIENCES MAJOR
(FCS)**

REQUIREMENTS	HOURS
General Education (p. 48):	54
FCS Program Foundations: FCS 100, 205, 400.	6
Family and Consumer Sciences Core: FCS 101, 102, 203, 240, 251, 267, 303, 322, 323, 331, 340, 391, 405, 406, 430; IT 101	48
Electives: This degree may include leveling work, which decreases the hours of electives.	12
Remaining Bible:	8
TOTAL HOURS	128

**BACHELOR OF SCIENCE DEGREE
FAMILY AND CONSUMER SCIENCES
EDUCATION MAJOR (FCSE)**

REQUIREMENTS	HOURS
General Education (p. 48): You must take MATH 151 or 171; BIOL 113; POLS 205; ART 101; PH S 111, 112, 113, 115 (not 116); FCS 323 in place of PSY 201/EDFD 203. These are counted below in the hours required for the major.	37
FCS Program Foundations: FCS 100, 205, 400.	6
Family and Consumer Sciences Core: FCS 101, 102, 203, 240, 251, 303, 340, 322, 323, 331, 391, 401, 405, 406, 430; ART 101; CHEM 114; MATH 151 or 171; BIOL 111 or 113; PH S 111, 112, 113 or 115; POLS 205	61
Certification Core: EDFD 202, 311; SEED 310, 417, 424, 451, 480; SPED 418; H ED 203	29
Remaining Bible: Bible is not required during the super- vised teaching semester.	6
TOTAL HOURS	139

**BACHELOR OF SCIENCE DEGREE
FASHION AND INTERIORS
MERCHANDISING MAJOR (FIM)**

REQUIREMENTS	HOURS
General Education:	51
You must take ECON 201. ECON 201 is counted in the hours required for the major.	
FCS Program Foundations: FCS 100, 205, 400.	6
Fashion and Interiors Merchandising Core: FCS 101, 203, 260, 267, 305, 391; ECON 201, 202; BUS 435; ACCT 205; MGT 368; MKTG 330; 6 hours from MKTG 331, 337 or 415.	42
Specialty Core:	
Track A: Fashion Merchandising FCS 301, 302, 306; COMM 303; BUS 315, 350; PRS 336	20
Track B: Interiors Merchandising FCS 405, 406; ART 102, 117, 260, 373.	18
Electives:	
Track A	3
Track B	5
This degree may include leveling work, which decreases the hours of electives.	
Remaining Bible: BUS 435, included in the core, satisfies the Bible requirement in the semester it is taken	6
TOTAL HOURS	128
Minor: in Family and Consumer Sciences: 18 hours, including 6 hours of upper-level coursework.	

**FAMILY AND CONSUMER SCIENCES
(FCS)**

100. FAMILY AND CONSUMER SCIENCES AS A PROFESSION. (2) Fall, Spring. The nature of the profession and its role in serving individuals and families in the environments in which they live. Basic concepts, underlying principles and theories, contemporary issues, areas of specialization, and career opportunities.

101. CLOTHING CONCEPTS AND CONSTRUCTION. (3) Fall, Spring. Family clothing selection. Cutting, pressing, and constructing selected garments, using a variety of fabrics. Interpretation of commercial patterns. Sew-

ing machine maintenance. Choice of ready-made clothing and appropriate fashion designs. Two hours lecture and 3 hours laboratory per week.

102. FOOD SCIENCE. (3) Fall, Spring. Selection and preparation of foods. Study of food components, market standards for products, grades, labeling, and consumer responsibility in the economic system. Laboratory experiences provide application of scientific principles to food preparation and service. Two hours lecture and 3 hours laboratory per week.

203. TEXTILES. (3) Fall. Problems in consumer textiles; selection, maintenance, and service ability of fabrics for clothing and home furnishings. Characteristics of fibers, fabrics and finishes; laboratory study of selected fabrics. Two hours lecture and 3 hours laboratory per week.

205. FAMILIES IN SOCIETY. (3) Spring. Family structures and functions in society, cultural variation, present and future demographic trends among families, families as they have developed throughout history, and the reciprocal influences of the major social institutions and families, including governmental, religious, educational, economic and work place. The impact of heritage and culture on the behavior of individuals and families.

240. FAMILY RESOURCE MANAGEMENT. (3) Spring. The principles, theories, and functions of management as related to individual and family living. Managerial aspects of behavior, including decision-making, goal-setting, planning, stress management, time, money and energy resources. Laboratories will include meal management as well as other experiences in applying management principles to individual and family life.

251. FAMILY RELATIONSHIPS. (3) Fall. Marriage and family relationships and issues, including successful relationship development, family life stages, and strategies for coping with family crisis. Classroom learning experiences include techniques and resources for family life enrichment.

260. VISUAL MERCHANDISING AND DISPLAY TECHNIQUES. (3) Fall. Current trends in merchandise presentation; display planning, execution, coordination, and evaluation.

267. FIELD EXPERIENCE. (1-3) Fall, Spring, Summer. A planned experience allowing students to expand formal classroom theory into practical, career-related work. Prerequisite: Purchase of liability insurance through Harding University.

300. DIETETICS PRACTICUM. (2) Fall. The health care system and the role of the dietitian as a part of the health care team. Guided experience in a clinical setting such as a hospital or community service agency. Prerequisites: Consent of the dietetics program director and purchase of liability insurance through the University.

301. FASHION MERCHANDISING PRACTICUM. (1) Spring. Hands-on experience working at a regional apparel mart. Prerequisite: 101 or consent of the instructor. Fee: (to cover travel and accommodations). Taken concurrently with 302 and 306 for a total of two hours of credit.

rently with 302 and 306 for a total of two hours of credit.

302. READY-TO-WEAR APPAREL ANALYSIS. (3) Spring of even years. Alternates with 306. Evaluation of the basic components, materials and construction of ready-to-wear apparel to assess price/quality relationships. Individual planning and execution of a limited collection of apparel culminating in a simulated "mini" market. Two hours lecture and three hours laboratory per week. Prerequisite: 101 or consent of the instructor.

305. FASHION AND TEXTILE MERCHANDISING. (3) Fall. Merchandising problems, buying, marketing, promotion and trend forecasting as applied to apparel and home furnishings.

306. ADVANCED APPAREL CONCEPTS. (3) Spring of odd years. Alternates with 302. Units of study including historic costume, basic style recognition, introduction to CAD, fashion illustration and fashion promotion. Laboratory includes advanced construction techniques and use of computerized sewing equipment. Two hours lecture and three hours laboratory per week. Prerequisite: 101 or consent of the instructor.

322. GUIDANCE IN EARLY CHILDHOOD. (3) Fall. Application of principles of development to the planning of Early Childhood programs. Guiding and teaching during routines and learning activities. Two hours lecture and 3 hours participation in Harding Early Learning Center per week. Prerequisite: Current TB card.

323. LIFESPAN HUMAN DEVELOPMENT. (3) Fall, Spring. The physical, mental, emotional, social, and aesthetic development of the individual over the life cycle. Two hours lecture and 3 hours participation in Harding Early Learning Center per week. Prerequisite: Current TB card.

331. HUMAN NUTRITION. (3) Fall, Spring, Intersession. Normal nutrition and metabolism, food values, and requirements for maintenance, growth and health of humans.

340/540. FAMILY FINANCIAL MANAGEMENT. (3) Fall. Fundamentals of the components of financial decision-making to achieve family needs and wants. Includes spending plans, credit, savings, insurance, taxes, and investments.

350/550. PRESCHOOL CURRICULUM. (3) Spring. A study of the methods and content of the preschool curriculum. Modification of activities for age level, ability, experience, group, and individual needs. Six hours of observation/laboratory required.

351/551. CHILDHOOD HEALTH AND SAFETY. (2) Spring. Interrelationships of health, safety and nutrition. Maximizing the health and wellness of the young child. Nutrition principles and integrated nutritional activities for fostering healthy growth and development.

352/552. INFANT/TODDLER EDUCARE. (3) Fall. The planned nurturance of very young children's cognition, language, social and motor competence. Design of high quality care learning programs utilizing the principles of physical, experiential, and human environmental planning. Includes applications for a variety of educational settings in-

cluding home, hospital, school and early intervention facilities.

367. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

380/580. COMMUNITY NUTRITION. (3) Fall of odd years. Alternates with 370/570. Nutrition care and education programs in community settings. Principles of assessment, planning, implementation, intervention, and evaluation of nutrition services. Prerequisite or corequisite: 331.

391. CONSUMER EDUCATION. (3) Fall. The interaction of the consumer and the economic system, including consumer problems, protection, and representation. Application of decision making procedures to current issues and problems which confront the consumer of goods and services in the marketplace.

400. SENIOR SEMINAR. (1) Fall, Spring. Modes of professional interaction, code of ethics for each area of specialization, career planning and placement, professional transitions.

401. TEACHING FAMILY AND CONSUMER SCIENCES. (1) Fall. The history and basic philosophy of family and consumer sciences and its place in the total educational program of the school and community.

405/505. HOUSING TECHNOLOGY. (3) Spring. The selection and management of residential equipment, lighting, and indoor temperature and climate control. Evaluation of housing types, storage, safety, zoning, and government regulations. Energy conservation, electricity, gas, plumbing, electronics and refrigeration as they relate to the operation of home systems.

406/506. HOME FURNISHINGS. (3) Fall. The components of interior design, including floor coverings, wall and window treatments, furniture and accessories. Home furnishings merchandising with field trips to markets and presentations by company representatives. Laboratory experiences in designing, arranging, and refurbishing furnishings and accessories.

415/515. NUTRITION EDUCATION. (3) Spring. Principles of nutrition education and effective methods of teaching nutrition in community, work sites, and health care settings. Processes of assessing educational needs, developing educational goals and objectives, implementing educational plans, and evaluating educational outcomes, including cost-benefit analysis. Prerequisite: 331.

420/520. MEDICAL NUTRITION THERAPY. (3) Fall. Nutrition counseling and communication skills. Nutritional assessment and provision of appropriate medical nutrition therapy. Prerequisites: 102, 240, 331, and CHEM 114, 215, 216.

424/524. PATHOPHYSIOLOGY AND NUTRITION CARE. (3) Spring. Biochemical and physiological conditions which require medical nutrition therapy as a part of patient care. Prerequisite: 420.

425/525. ADMINISTRATION OF EARLY CHILD-

HOOD PROGRAMS. (3) Spring. Housing and equipment, financing, staffing, program development, records, health protection, school planning, and organization. Prerequisite: FCS 323, EEd 203 or Psy 240; FCS 350 or consent of instructor.

426/526. HUMAN SEXUALITY. (3) Spring. Physiological, psychological, and social aspects of sexual development throughout the life span, including reproductive physiology, healthy sexual adjustment, sexual dysfunction, and family planning.

427/527. FAMILY LIFE EDUCATION METHODOLOGY. (3) Spring. The general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. Includes experiences with a variety of educational techniques and family life programs.

430/530. PARENTING. (3) Fall. The major objectives and underlying guidance principles in parent-child relations. Evaluation of parent-guidance endeavors.

431/531. ADVANCED NUTRITION. (3) Spring. Advanced study in nutrition and metabolism. Recent advances in the field of clinical nutrition. Prerequisites: 331 and CHEM 324.

433/533. ADVANCED FOOD SCIENCE. (3) Fall. Components of food materials and the physical and chemical systems characteristic of food products. The scientific method for solving major food problems is stressed, including objective and sensory evaluation of new commercial food products. An original research project is required. Two hours lecture and 3 hours laboratory per week. Prerequisites: 102 and CHEM 215, 216 and MATH 200.

434/534. FOOD SERVICE PURCHASING. (2) Spring. Principles of procurement in food service systems. Food and equipment specifications, receiving, maintenance, and financial management.

435/535. QUANTITY FOOD PRODUCTION. (3) Spring of even years. Alternates with 436/536. Food service systems, including menu management, quality assurance, quantity food production, distribution and service. Two hours lecture and 3 hours laboratory per week. Prerequisite: BIOL 271.

436/536. FOOD SERVICE SYSTEMS MANAGEMENT. (3) Spring of odd years. Alternates with 435/535. Organization and management of food service systems. Planning, organizing, human resource management, and fiscal resource management. Two hours lecture and 3 hours laboratory per week.

450/650. INDEPENDENT STUDY. (1-3) Offered on demand. Course content is adapted to specific needs of seniors and graduate students. May be repeated for a maximum of 6 hours credit in any area. Prerequisite: Consent of instructor and department chair.

461/561. MEDICAL TERMINOLOGY. (1) Spring. Foundations of medical language with specific vocabulary for medical nutrition and child life specialists.

DEPARTMENT OF KINESIOLOGY

CHAIR: Wilton Y. Martin, Ed.D.

PROFESSORS:

Karyl Bailey, Ph.D.
 Bob J. Corbin, M.Ed.
 David T. Elliott, M.A.T.
 Wilton Y. Martin, Ed.D.
 Mike Pruitt, D.A.

ASSOCIATE PROFESSORS:

Greg Harnden, M.A.
 John Ronald Huckeba, M.Ed.
 Randy Lambeth, Ed.D.
 Jessica E. Moore, D.A.
 Bryan Phillips, Ph.D.
 Randy O. Tribble, M.Ed.
 Kenneth R. Turley, Ph.D., ASPT, ES

ASSISTANT PROFESSORS:

Stephen A. Burks, M.Ed.
 Brad Francis, M.Ed.
 James Frank, M.Ed.
 James R. Gowen, M.Ed.
 Tim Kirby, M.Ed.
 Jeff Morgan, M.S.
 Jon David Yingling, Ed.D.

INSTRUCTORS:

Clay Beason, M.Ed.
 Shane Fullerton, M.Ed.
 Keith Giboney, M.Ed.
 Ronnie Harlow, M.S.E., A.T.C.
 Greg Harris, M.S.M.F.T.

The mission of the Department of Kinesiology is to prepare Christian professionals for careers in teaching, coaching, sports-related business and science-related areas of kinesiology.

The department offers Bachelor of Arts degrees in kinesiology (non-licensure) and sports management, and the Bachelor of Science degrees in athletic training, exercise science and kinesiology licensure. The kinesiology licensure major prepares students to teach health and physical education and coach in elementary and secondary schools. The non-licensure, sports management, exercise science, and athletic training majors prepare students for careers other than teaching.

The department will offer second teaching fields in health and physical education, and coaching endorse-

ment as the ADE develops requirements for teacher licensure in these areas.

Minors are offered in kinesiology, health, and recreation.

The institutional requirement of 3 hours in kinesiology can be met by KINS 101 and 1 additional hour from the following: 112, 117, 118, 119, 120, 121, 122, 124, 126, 127, 128, 214; RECR 131, 132, 133; and, for kinesiology majors and minors and sports management majors, KINS 355, 356. Students who transfer to Harding with fewer than 2 hours of physical activity courses must take KINS 101.

Veterans who have spent at least one year in continuous active military duty may receive credit for the 3 hours of kinesiology required by Harding by filing a written request with the registrar and submitting a copy of the DD214.

All kinesiology majors must demonstrate proficiency in swimming or take KINS 112 as leveling work. Also, all majors in kinesiology must pass a physical fitness test during their senior year. Students with disabilities are reasonably accommodated in compliance with federal and state guidelines.

All Bachelor of Arts and Bachelor of Science degree majors require a uniform kinesiology core of 14 hours. The purpose of the core is to provide all kinesiology students with a common body of knowledge.

Required Core

KINS 301	3 hours
KINS 302	3 hours
KINS 325	2 hours
KINS 404	3 hours
KINS 407	<u>3 hours</u>
	14 hours

**BACHELOR OF SCIENCE DEGREE
 ATHLETIC TRAINING (ATHT)**

The athletic training major is a pre-athletic training program designed to prepare students for graduate study in athletic training/sports medicine. Students will not be certified as athletic trainers when they complete this major, nor can they sit for the NATA certification examination.

SELECTION/RETENTION PROCEDURES:

Application Requirements:

Student applicants to the Athletic Training Program should follow these procedures:

1. Apply and be accepted for admission to Harding University.
2. Indicate Kinesiology/Athletic Training as their preferred major on the admissions application in order to receive a program application.
3. Submit three (3) letters of recommendations. These letters should be from head athletic trainers, coaches, team physicians, or other supervisory personnel who would be able to attest to your work in the field of athletic training. If you have no experience in athletic training, you must prepare a letter that would explain your interests in this field and career goals associated with the attainment of a degree in athletic training.
4. Provide official high school transcript and transcripts of any college credits completed.
5. Complete an application that would include appropriate ACT/SAT scores and other pertinent information.
6. All application materials and transcripts must be sent to Ronnie Huckeba, Program Director, Harding University Box 12281, Searcy, Arkansas 72149-0001.

Upon receipt of all application materials by the program director, the student will be eligible for selection into the candidacy phase of the athletic training program.

Preliminary Selection-Candidacy Phase:

Applicants will be ranked numerically based on the following criteria (18-point scale):

1. Non weighted, cumulative high school GPA/4.0 scale (0-4 points).
2. GPA/4.0 scale in high school science and sports medicine related course work (0-4 points).
3. Class rank/ACT-SAT scores (0-4 points).
4. Previous athletic training experience (0-2 points).
5. Recommendations or paper explaining interest in athletic training (0-2 points).

6. Extracurricular activities/leadership experience (0-2 points).

The upper 15 applicants in this ranking are eligible for candidacy status.

Final Selection-Student Athletic Trainer Phase:

From the entire pool of candidates, up to six (6) students will be selected into the Athletic Training Program after completion of two semesters as Athletic Training Program candidates. Selection will be based on the following criteria:

1. Academic performance-cumulative university GPA — 40%.
2. Clinical evaluations-observation log/minimum of five (5) hours per week for both semesters — 40%.
3. Formal interview — 20%.

Retention:

Retention in the Athletic Training Program will be based on the following criteria:

1. Cumulative GPA of 2.50 or higher
2. GPA of 3.00 or higher in all course work in the major
3. Compliance with all policies defined in the Athletic Training Handbook
4. Compliance with the rules and regulations of Harding University

Failure to meet any one of the retention criteria requires the student to be on probationary status. If the student fails to meet the criteria for two consecutive semesters, the student will be dropped from the program.

REQUIREMENTS	HOURS
General Education:	48
You must demonstrate proficiency in swimming or take KINS 112.	
Major:	60
KINS CORE: (14 hours); BIOL 249, 253; CHEM 114, 215, 216; IT 101; FCS 331; H ED 202, 203; KINS 206, 251, 252, 253, 350, 403, 408, 409.	
Electives:	12
Remaining Bible:	8
TOTAL HOURS	128

**BACHELOR OF SCIENCE DEGREE
EXERCISE SCIENCE (EXSC)**

Student must have a 2.50 GPA to enter the degree program and must maintain a 2.50 GPA to graduate from the program. Students who drop below a 2.50 GPA for two consecutive semesters will be dropped from the program. Application for admission to the program must be made at the beginning of the sophomore year. Application forms can be obtained from the Department of Kinesiology.

Depending on career goals, the 12 hours of electives should be carefully selected.

Students must have CPR certification before they can take KINS 410.

REQUIREMENTS	HOURS
General Education:	48
You must demonstrate proficiency in swimming or take KINS 112.	
For professional growth, majors must actively participate for two years in the major's club.	
Major:	60
KINS CORE: (14 hours); BIOL 249, 253; CHEM 114, 121, 215, 216; FCS 331, 461; H ED 203; KINS 260, 367, 409, 410, 412; MATH 152; PHYS 201	
Electives:	12
Remaining Bible:	8
TOTAL HOURS	128

**BACHELOR OF SCIENCE DEGREE
HEALTH, KINESIOLOGY AND COACHING
MAJOR P-12 (HKCG)
(Teacher Licensure 2002)**

REQUIREMENTS	HOURS
General Education:	50
KINS 355 or 356 satisfies the 1-hour kinesiology activity requirement and is counted below in the hours required for the major.	
EDFD 203, required in place of PSY	

201, is counted below in the hours required for licensure. You must take BIOL 113; POLS 205. For professional growth, majors must actively participate for two years in the major's club.

Major:	65
KINS CORE: (14 hours); FCS 331, 426; H ED 202, 203, 408, 410, 420; KINS 206; Any two courses from KINS 304, 305, 306, 307, 308, 309; KINS 260, 261, 323, 330, 355, 356, 405, 415; RECR 210. You must demonstrate proficiency in swimming or take KINS 112 as leveling work, which increases the total hours in the degree.	
Licensure:	29
EDFD 202, 203, 311; SEED 310, 417, 427, 451, 480; SPED 418.	
Remaining Bible:	8
Bible is not required during the supervised teaching semester.	
TOTAL HOURS	up to 153

Minor in Kinesiology: 18 hours, including KINS 206, 355 or 356, and 3 additional upper-level hours; H ED 203; proficiency in swimming or KINS 112.

Minor in Health: 18 hours, including H ED 202, 203; KINS 301; BIOL 113; 6 hours from H ED 408, 410, FCS 331, EDFD 203. Kinesiology majors who minor in health must take all of the preceding courses.

Minor in Recreation: 18 hours, including RECR 320, 325; SOC 203; 9 hours from ART 211 or 235, COMT 204 or 206, H ED 202 or KINS 302, KINS 215, 250, MUS 316, RECR 131, 132, 133, 210. Courses must be taken from two of the three fields of art, communication, and music. Kinesiology majors must take 18 hours in addition to the courses required for the major.

**BACHELOR OF ARTS DEGREE
KINESIOLOGY MAJOR (KINS)
(Non-Teacher Licensure)**

REQUIREMENTS **HOURS**

General Education: 53

KINS 355 or 356 satisfies the 1-hour kinesiology activity requirement and is counted below in the hours required for the major.

You must take BIOL 113.

For professional growth, majors must actively participate for two years in the major's club.

Major: 37

KINS CORE: (14 hours); H ED 203; KINS 206, 323, 355, 356, 405, 415; RECR 210.

You must demonstrate proficiency in swimming or take KINS 112 as leveling work, which decreases the hours of electives.

Minor: 18

Hours in the minor vary; the greater their number, the fewer the number of electives.

Electives: 12

Remaining Bible: 8

TOTAL HOURS 128

**BACHELOR OF ARTS DEGREE
SPORTS MANAGEMENT MAJOR (SMGT)**

REQUIREMENTS **HOURS**

General Education: 53

KINS 355 or 356 satisfies the 1-hour kinesiology activity requirement and is counted below in the hours required for the major.

Major: 68

KINS CORE: (14 hours); KINS 206, 250, 323; 4 hours from 304, 305, 306, 307, 308, 309; 355 or 356, 367; RECR 320, 325; ACCT 205; IT 101; ECON 201; MGT 368; MKTG 330; 15 career emphasis hours approved by the department chair. Career emphasis

hours must be taken from the areas of health promotion, business, or communication.

You must demonstrate proficiency in swimming or take KINS 112 as leveling work, which increases the total hours in the degree.

For professional growth, majors must actively participate for two years in the major's club.

Remaining Bible: 8

TOTAL HOURS 129

HEALTH EDUCATION (HED)

202. **FIRST AID.** (3) Fall, Spring. Standard Red Cross First Aid course.

203. **PERSONAL AND COMMUNITY HEALTH AND SAFETY.** (3) Fall, Spring. Mental and emotional health, drug education, diet, exercise, sexuality, and diseases. Required of all prospective teachers.

311/511. **DRIVER AND TRAFFIC SAFETY EDUCATION I.** (3) Fall, Summer. Preparation of teachers to organize and teach driver education and traffic safety programs in secondary schools.

312/512. **DRIVER AND TRAFFIC SAFETY EDUCATION II.** (3) Spring, Summer. An advanced course designed to provide prospective teachers with dual control simulation and multicar laboratory teaching experience. The course includes teaching beginners, developing programmed lessons, and surveying methods and materials. Prerequisite: 311. (High school and college students who do not have a valid driver's license may take a non-credit "learn to drive course" in connection with 312. Contact the office of the chairman, 501/279-4759. Fee: \$163.)

408/508. **FOUNDATIONS OF HEALTH.** (3) Fall. The total school health program, including health services, health instruction, and healthful school environment. Staff and program assessment, enlistment of public support, and implementation of new ideas.

410/510. **TEACHING HEALTH.** (3) Spring. Health interests and needs of the elementary and secondary school child. Curriculum development and instructional methods and materials for health education.

420. **CONTEMPORARY HEALTH ISSUES.** (2) Spring. Exploring health issues of a multicultural society, including community health, consumerism, the health care system, worksite health, clinical health, and environmental health problems.

KINESIOLOGY (KINS)

101. WELLNESS. (2) Fall, Spring. Information relative to the how, what, and why of physical activity, and health concepts as they relate to quality and longevity of life. One hour of lecture and one hour of laboratory per week plus outside class activity. Required of all freshmen. Fee: \$34.

112. BEGINNING AND INTERMEDIATE SWIMMING. (1) Fall, Spring. Instruction and practice in American Red Cross basic swimming and water safety skills.

117. AEROBICS. (1) Fall, Spring. A complete aerobic workout using exercises done to music.

118. BEGINNING BASKETBALL. (1) Spring. Instruction and practice in the basic skills of basketball.

119. CONDITIONING ACTIVITIES. (1) Fall, Spring. Participation in exercises in order to improve physical fitness.

121. VOLLEYBALL AND PICKLE BALL. (1) Fall, Spring. Instruction and practice in the basic skills of volleyball and pickle ball.

122. TENNIS AND RACQUETBALL. (1) Fall, Spring. Instruction and practice in the basic skills of tennis and racquetball.

125. GOLF AND BADMINTON. (1) Fall, Spring. Instruction and practice in the basic skills of golf and badminton. Fee: \$20.

126. ADAPTED ACTIVITIES. (1) Fall, Spring. Activities for students who are excused by a physician from the regular activity program. May be taken three semesters for credit.

128. WEIGHT TRAINING. (1) Fall, Spring. Instruction and practice in the basic skills of weight training.

206. FOUNDATIONS OF KINESIOLOGY. (3) Fall. The historical development of sport and physical activity, their underlying principles, and their place in the educational program, including curriculum development.

214. LIFEGUARD TRAINING. (1) Fall, Spring. Instruction and practice in American Red Cross lifeguarding skills and techniques. American Red Cross Lifeguarding Training Certification is awarded to those who meet the requirements. Prerequisites: KINS 112 and current American Red Cross Standard First Aid certification or consent of the instructor.

215. WATER SAFETY INSTRUCTOR'S COURSE. (2) Spring. Organizing and teaching American Red Cross swimming courses, with attention given to perfecting personal skills. American Red Cross Water Safety Instruction card is awarded to those who meet the requirements.

250. SPORTS OFFICIATING. (2) Fall. Principles and techniques of officiating competitive sports.

251. ATHLETIC TRAINING PRACTICUM. (1) Fall. Athletic training applications.

252. ATHLETIC TRAINING PRACTICUM. (1) Spring. Athletic training applications.

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253. ATHLETIC TRAINING PRACTICUM. (1) Fall. Athletic training applications.

260. TRAINING AND CONDITIONING ATHLETES. (2) Spring. Principles, skills, and practical application in design and implementation of safe and effective strength and conditioning programs.

261. THEORY AND PSYCHOLOGY OF COACHING. (2) Fall. Psychology factors affecting skill acquisition and performance. Application of learning theories. Sociological and philosophical issues related to coaching competitive sports.

301/501. ANATOMICAL AND BIOMECHANICAL KINESIOLOGY. (3) Fall. Major muscle groups and their relationship to body movements. Activities which contribute to the functional development of major muscle groups. Prerequisite: BIOL 113 or consent of the instructor.

302/502. PREVENTION AND TREATMENT OF ATHLETIC INJURIES. (3) Fall. Prevention of athletic injuries; forms of therapy in the treatment of injuries common to athletics and activity. Fee: \$20.

304. COACHING FOOTBALL. (2) Fall. Instruction in practice procedures, offenses, defenses, kicking, and game preparation.

305. COACHING TRACK AND FIELD. (2) Spring. Instruction in practice procedures, running events, field events, and meet strategy.

306. COACHING BASKETBALL. (2) Spring. Instruction in practice procedures, offenses, defenses, game preparation, and strategy.

307. COACHING BASEBALL. (2) Fall. Instruction in practice procedures, hitting, base running, fielding, pitching, and game preparation.

308. COACHING SOFTBALL AND VOLLEYBALL. (2) Spring of odd years. Instruction in techniques of coaching softball and volleyball, including practice procedures, strategy, and game preparation.

309. COACHING SOCCER. (2). Spring of even years. Instruction in techniques of coaching soccer, including practice procedures, strategy, and game preparation.

323. KINESIOLOGY AND

SPORTS IN AMERICAN CULTURE. (3) Spring. Sociological aspects of physical activity relevant to physical education, individuals, society, sports, and social dynamics of teaching.

325. MOTOR LEARNING. (2) Spring. Physiological factors related to the development of motor skills with practical applications for teachers.

330/530. TEACHING KINESIOLOGY P-8. (3) Fall, Spring. A study of teaching methods and materials for early childhood and middle level education as they apply to the organization, instruction, selection of activities, and management of classrooms, including techniques and strategies in reading instruction related to the appropriate content level.

350. ATHLETIC INJURY ASSESSMENT. (3) Fall. Fundamentals of athletic injury assessment, including anatomic basis for assessment, athletic-related trauma, the assessment process, and assessment procedures for different regions of the body.

355. TEACHING SPORT SKILLS I. (3) Fall. Theory and techniques of teaching tennis, softball, soccer, pickle ball, and volleyball, and a development of skills in these activities. For majors and minors only. Proficiency in swimming must be demonstrated. Fee: \$16.

356. TEACHING SPORT SKILLS II. (3) Spring. Theory and techniques of teaching badminton, racquetball, rhythmic activities, indoor/outdoor games, and golf, and a development of skills in these activities. For majors and minors only. Proficiency in swimming must be demonstrated. Fee: \$16.

367/567. COOPERATIVE EDUCATION. (1-3) Offered on demand. See Cooperative Education catalog section.

403/503. ADVANCED ATHLETIC TRAINING. (3) Spring. Advanced techniques in sports injury management. Injury assessment, therapeutic modalities, injury specific rehabilitation exercise, protective equipment, and other health conditions related to sports. Prerequisite: 302.

404/504. ASSESSMENT OF HUMAN PERFORMANCE. (3) Fall. Acquaintance with testing devices in kinesiology and practice in their use. Students must pass a physical fitness test consisting of a 1-mile run, a sit and reach measurement, bent knee sit-ups, and skinfold measurements.

405/505. KINESIOLOGY AND SPORT ADMINISTRATION. (3) Fall. Organization and action of kinesiology and athletic programs. Personnel, schedules, equipment and facilities, records, budget and finance, legal aspects, publicity and public relations, athletic associations, eligibility regulations, contracts, and officials.

407. PHYSIOLOGY OF EXERCISE I. (3) Fall. Fundamental concepts of human physiology and their application to programs of kinesiology and sports. Prerequisite: BIOL 113 or its equivalent.

408. ADMINISTRATION OF ATHLETIC TRAINING. (3) Fall. Organization and management of athletic training programs. Personnel, equipment and facilities, medical records, record keeping, legal liability, standards of professional practices, sports medicine team, finance, and professional organizations.

409/509. EXERCISE EFFECTS AND PRESCRIPTION FOR VARIOUS POPULATIONS. (3) Spring. Impact of exercise and activity on the prevention and treatment of illness along with fundamental concepts of exercise prescription for development and maintenance of muscular strength

and endurance, flexibility, cardiovascular endurance, and overall health for normal and specific populations. Prerequisite: 407.

410. LABORATORY TECHNIQUES IN EXERCISE SCIENCE. (3) Spring. Experiments designed to achieve competency in research methods, procedures and instrumentation used in exercise science. Emphasis on practical testing competencies and theoretical concepts. Prerequisite: CPR certification and 407.

412. PHYSIOLOGY OF EXERCISE II. (3) Spring. Concepts of human physiology as they relate to environmental extremes, pharmacology, growth and development, aging and gender differences, and their relationship to activity and exercise performance. Prerequisite: 407.

415/515. ADAPTED PHYSICAL AND RECREATION ACTIVITIES. (3) Spring. Methods, techniques, screening, and special programs for physical and recreation activities of atypical students.

RECREATION (RECR)

131. HUNTING AND GUN SAFETY. (1) Fall. Instruction in gun care and safety techniques; big game, waterfowl, and upland game hunting. This course meets all state requirements for hunter safety certification.

132. BAIT CASTING, FISHING, AND BOATING SAFETY. (1) Spring. Proper use of bait casting equipment; fishing techniques for various species; Boating laws and regulations designed for the safe operation of water craft.

133. RECREATIONAL ACTIVITIES. (1) Offered on sufficient demand. One or two activities are taught each time the course is offered. These vary and include such activities as snow skiing, canoeing, backpacking, scuba diving, and bicycle touring. May be taken any number of times for credit as long as activities are not repeated. Fee: Varies with activity.

210. LIFETIME LEISURE ACTIVITIES. (2) Spring. Instruction and practical experience in outdoor activities, including boating, canoeing, camping, hunting and gun safety, fishing, backpacking, hiking, and cycling. Fee: \$14.

320. ORGANIZATION AND SUPERVISION OF RECREATION PROGRAMS. (3) Fall. History of the recreation movement; methods of organizing and supervising institutional and community recreation programs; survey of vocational opportunities in the field.

325. RECREATIONAL SPORTS AND ACTIVITIES. (3) Spring. Aims and objectives, organization, action of competitive and noncompetitive activities and games for all ages, schedule scoring plans, rules and regulations, publicity, and public relations.

DEPARTMENT OF MATHEMATICS

CHAIR: Stephen W. Smith, Ph.D.

DISTINGUISHED PROFESSOR:

Dean B. Priest, Ph.D.

Dean of the College of Sciences

Vice President for Academic Affairs

PROFESSORS:

Harmon C. Brown, Ph.D.

Alva Gene Dugger, M.S.

Stephen W. Smith, Ph.D.

Travis Thompson, Ph.D.

Assistant to the Dean of the College of Sciences

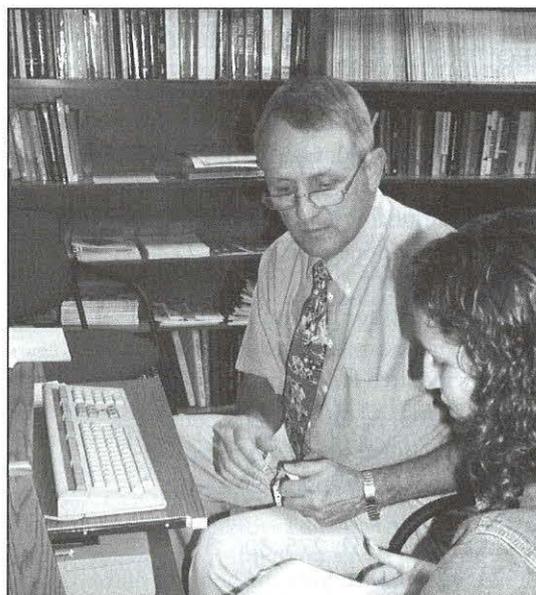
ASSOCIATE PROFESSORS:

Deborah G. Duke, Ed.D.

F. Marty Spears, Ph.D.

ASSISTANT PROFESSOR:

Michael Hardy, Ph.D.



The mission of the Department of Mathematics is to:

1. Provide cultural training in mathematics;
2. Prepare teachers of secondary school mathematics;
3. Provide the basic training in mathematics needed by preprofessional students and students of science;
4. Lay a broad foundation for students majoring in mathematics.

Mathematics majors may elect the Bachelor of Science or Bachelor of Arts degree. Senior majors must take the Major Field Achievement Test in mathematics, preferably during your last semester.

As a rule, students with ACT math scores 29 and below (O-SAT 630 and below; R-SAT 630 and below) need leveling work before taking MATH 201. Students with ACT math scores between 22 and 24 (O-SAT between 410 and 530; R-SAT between 450 and 550) should take MATH 151 (3 hours) and 152 (2 hours); those with ACT math scores between 25 and 29 (O-SAT between 540 and 630; R-SAT between 560 and 630) should take MATH 171 (5 hours). Leveling work decreases the hours of electives or increases the total hours in the degree.

BACHELOR OF ARTS DEGREE MATHEMATICS MAJOR (MATH) (Non-Teacher Licensure)

REQUIREMENTS	HOURS
General Education (p. 48):	48
Do not take PH S 111, 112, 113, 115, 116. The General Education requirements for physical science and mathematics are counted below in the hours required for the major.	
Major:	38
MATH 201, 251, 275, 313, 318, 323, 440 and 9 additional hours of upper-level mathematics; COMP 150; PHYS 201 or 211.	
Minor:	up to 18
Hours in the minor vary; the greater their number, the fewer the number of electives.	
Electives:	16
Math leveling work, if needed, decreases electives by 5 hours.	
Remaining Bible:	8
TOTAL HOURS	128

**BACHELOR OF ARTS DEGREE
MATHEMATICS MAJOR (MEDU)**

(Teacher Licensure 2002)

REQUIREMENTS	HOURS
General Education (p. 48):	45
You must take POLS 205; one course from ANTH 250, GEOG 302 or 303, POLS 202, SOCS 301 for global literacy/additional 3-hour Social Science credit. Do not take PH S 111, 112, 113, 115, 116. The General Education requirements for physical science and mathematics are counted below in the hours required for the major.	
EDFD 203, required in place of PSY 201, is counted below in the requirements for certification.	
Major:	38
MATH 201, 251, 275, 306, 313, 318, 323, 440 and 6 additional hours of 300 or above mathematics (419 is strongly recommended); COMP 150; PHYS 201 or 211.	
Math leveling work, if needed, decreases electives or increases total hours in the degree by 5 hours.	
Minor:	up to 18
Hours in the minor vary; the greater their number, the fewer the number of electives.	
Licensure:	32
EDFD 202, 203, 311; SEED 310, 417, 425, 451, 480; SPED 418; H ED 203. Consult the College of Education catalog section for additional licensure information.	
Remaining Bible:	6
Bible is not required during the supervised teaching semester.	
TOTAL HOURS	128-139

**BACHELOR OF SCIENCE DEGREE
MATHEMATICS MAJOR (MATH)**

(Non-Teacher Licensure)

REQUIREMENTS	HOURS
General Education (p. 48):	48
Do not take PH S 111, 112, 113, 115, 116. The General Education requirements for physical science and mathematics are counted below in the hours required for the major.	
Major:	66
MATH 201, 251, 275, 301, 313, 318, 323, 440 and 6 additional hours of upper-level mathematics; PH S 410; 27 hours from two other sciences; 6 hours from a fourth science. COMP 150 and PHYS 211, 212 must be included in these science hours.	
Electives:	8
Math leveling work, if needed, decreases electives by 5 hours.	
Remaining Bible:	6
PH S 410 substitutes for Bible in the semester it is taken.	
TOTAL HOURS	128
Minor: 18 hours, including six upper-level hours.	

MATHEMATICS (MATH)

100. BEGINNING ALGEBRA. (3) Fall, Spring. Basic arithmetic and an introduction to elementary algebra. Does not count as the mathematics general education requirement or toward a major or minor in mathematics.

105. INTERMEDIATE ALGEBRA. (3) Fall, Spring. For students who present fewer than one and one-half entrance units in algebra or have inadequate preparation. Does not count toward a major or minor in mathematics.

151. COLLEGE ALGEBRA. (3) Fall, Spring. Rapid review of elementary algebra, quadratic equations, functions and graphs, inequalities, logarithms, ratio and proportion, variation, progressions, mathematical induction, binomial theorem, theory of equations, determinants, and complex numbers. Prerequisite: 105 or its equivalent, or consent of instructor.

152. **PLANE TRIGONOMETRY.** (2) Fall, Spring. Trigonometric functions, functional relations, solution of right and oblique triangles with application, identities, inverse functions, and equations. Prerequisites: 105 or its equivalent, and one year of plane geometry or consent of instructor.

171. **COLLEGE ALGEBRA AND TRIGONOMETRY.** (5) Fall. An integrated course recommended for chemistry majors, preengineers, mathematics majors, and physics majors with a good background in mathematics. Students may not receive credit for 171 and 151 and/or 152. Prerequisites: One and one-half years of algebra, plane geometry, and trigonometry. Students who have a weak background in the prerequisites should elect 151 and 152.

200. **ELEMENTARY STATISTICS.** (3) Fall, Spring. Elementary statistical techniques; descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, regression, and correlation.

201. **ANALYTICS AND CALCULUS I.** (5) Fall, Spring. Essentials of analytic geometry with an introduction to differential and integral calculus. Prerequisite: 171, or 151 and 152, or the equivalent. Students who do not make a grade of "C" or higher on the prerequisites are advised not to take this course.

240. **MATHEMATICS FOR EARLY CHILDHOOD AND MIDDLE SCHOOL TEACHERS.** (4) Fall, Spring. The real number system, number theory, geometry, probability and statistics from an early childhood and middle school perspective with applications. Prerequisite: 151

251. **ANALYTICS AND CALCULUS II.** (5) Fall, Spring. A continuation of 201. Prerequisite: 201.

260. **DISCRETE MATHEMATICAL STRUCTURES.** (3) Fall, Spring. An introduction to the basic techniques and concepts of combinatorial problem solving related to computer science applications. Topics include formal logic, counting methods, recurrence relations, graph theory, finite state machines and grammars. Prerequisite: 201.

275. **MATHEMATICAL THOUGHT.** (2) Fall, Spring. Bridges the gap between the usual topics in elementary algebra, geometry, and calculus and the more advanced topics in abstract algebra, geometry, and analysis. Logic, methods of proof, and elementary topics from an advanced point of view are emphasized in order to develop critical thinking skills necessary for further mathematical study. Prerequisite: 151 and 152.

301. **ANALYTICS AND CALCULUS III.** (3) Spring. A continuation of 251. Prerequisite: 251.

306/506. **FOUNDATIONS OF GEOMETRY.** (3) Fall. An examination of Euclidean geometry with an introduction to non-Euclidean geometry. Prerequisite: 275.

313/513. **LINEAR ALGEBRA.** (3) Fall. Linear equations,

matrices, vector spaces, linear transformations, determinants, eigen vectors and diagonalization. Prerequisites: 201, 275.

318/518. **PROBABILITY.** (3) Spring. Probability as a mathematical system, random variables and their distributions, limit theorems, and topics in statistical inference. Prerequisite: 251, 275.

323/523. **MODERN ALGEBRA I.** (3) Fall. Brief development of the complex number system beginning with the natural numbers. Abstract algebraic systems including groups, rings, fields, and integral domains. Prerequisite: 313.

331/531. **INTERMEDIATE ANALYSIS I.** (3) Spring of even years. Real number systems, functions, sequences, additional topics in limits, continuity, differentiation, integration, infinite and power series, and uniform convergences. Prerequisite: 275 and 301.

351/551. **DIFFERENTIAL EQUATIONS.** (3) Spring. Ordinary differential equations with applications. Prerequisite: 301. Physics 211-212 is highly recommended.

367/567. **COOPERATIVE EDUCATION.** (1-6) Offered on demand. See Cooperative Education catalog section.

400. **ADVANCED TOPICS IN MATHEMATICS.** (3) Spring. Offered on sufficient demand. Topics from such areas as number theory, algebra, graph theory, topology, statistics, and real or complex analysis. Prerequisite: 275 and consent of the instructor.

419/519. **PROBABILITY AND STATISTICS.** (3) Intersession. Estimation, decision theory and testing hypotheses, relationships in a set of random variables, linear models, and design. Prerequisite: 318.

432/532. **ADVANCED CALCULUS.** (3) Offered on sufficient demand. Partial differentiation, applications to geometry of space, maxima and minima, Lagrange's multipliers, indeterminate forms, elliptic integrals, line integrals, Green's theorem, and transformation of multiple integrals. Prerequisites: 275, 301 and consent of instructor.

440. **MATHEMATICS SEMINAR.** (1) Fall, Spring. Career opportunities, graduate school opportunities and presentation of mathematics. Required of all junior and senior majors, but credit is earned only once. Enrolled students will be required to research and present a paper on an approved mathematics topic. \$30.

450/650. **DIRECTED READINGS.** (1-3) Offered on demand. Directed reading or project for senior mathematics majors or qualified graduate students. Prerequisite: Consent of department chairman.

525. **MATHEMATICS FOR THE ELEMENTARY TEACHER.** (3) Offered on demand. Mathematics from the elementary school perspective, including geometry, probability and statistics.

DEPARTMENT OF PHYSICAL SCIENCE

CHAIR: David Cole, Ph.D.

DISTINGUISHED PROFESSOR:

James Donald England, Ph.D.

PROFESSORS:

David Cole, Ph.D.

James E. Mackey, Ph.D.

Lambert E. Murray, Ph.D.

Edmond W. Wilson Jr., Ph.D.

ASSISTANT PROFESSORS:

Dennis Matlock, Ph.D.

Dennis Province, Ph.D.

Keith Schramm, M.S.

The mission of the Department of Physical Science is to:

1. Increase the general culture of all students;
2. Prepare high school science teachers;
3. Provide basic training for preprofessional students in medicine, engineering, and other professional fields;
4. Prepare biochemistry, chemistry, and physics majors for graduate study or industrial work.

The Bachelor of Science degree is awarded to biochemistry, chemistry, and physics majors. The Bachelor of Arts degree with a major in general science with emphasis in chemistry is awarded to students seeking teacher licensure. Minors are offered in chemistry and physics.

As a rule, students with ACT math scores below 30 (R-SAT below 640) need leveling work before taking MATH 201. Students with ACT math scores between 19 and 21 (R-SAT between 450 and 500) should take MATH 105 (3 hours); those with ACT math scores between 22 and 24 (R-SAT between 510 and 540) should take MATH 151 (3 hours) and 152 (2 hours); those with ACT math scores between 25 and

29 (R-SAT between 560 and 630) should take MATH 171 (5 hours). Leveling work decreases the hours of electives in the biochemistry, chemistry, and physics majors and increases the total hours in the general science major.

A non-refundable fee of \$41 is required in each course that has a laboratory.

BACHELOR OF SCIENCE DEGREE BIOCHEMISTRY MAJOR (BIOC)

REQUIREMENTS	HOURS
General Education (p. 48):	45
Do not take BIOL 111, 113; PH S 111, 112, 113, 115, 116; MATH 200. These courses do not count toward the major. General education requirements for biology, physical science, and mathematics are counted below in the hours required for the major.	
Major:	68
41 hours of CHEM 121, 122, 261, 301, 302, 315, 324, 325, 326, 327, 411, 412, 440.	
27 hours of PHYS 211, 212, MATH 201, 251, COMP 150 or CHEM 350, BIOL 259, PH S 410.	
Electives:	9
MATH 301, 351, and PHYS 301 are recommended.	
Math leveling work, if needed, decreases electives by 5 hours.	
Remaining Bible:	6
PH S 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken in the spring of the senior year.	
TOTAL HOURS	128

**BACHELOR OF SCIENCE DEGREE
CHEMISTRY MAJOR (CHEM)**

REQUIREMENTS **HOURS**

General Education (p. 48):

Do not take BIOL 111, 113; PH S 111, 112, 113, 115, 116; MATH 200. These courses do not count toward the major. General education requirements for biology, physical science, and mathematics are counted below in the hours required for the major.

Major:

CHEM: 35 hours, including 121, 122, 261, 301, 302, 411, 412, 440 and 6 additional upper-level chemistry hours.

34 hours of other required courses, including BIOL 121 or 259; PHYS 211, 212; MATH 201, 251; COMP 150 or CHEM 350; PH S 410; 7 additional hours of science and mathematics.

CHEM 315, 450, MATH 301, 351, and PHYS 301 are recommended.

Electives:

Math leveling work, if needed, decreases electives by 5 hours.

Remaining Bible:

PH S 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken in the spring of the senior year.

TOTAL HOURS **128**

Minor in Chemistry: 18 hours, including 6 upper-level hours.

**BACHELOR OF SCIENCE DEGREE
PHYSICS MAJOR (PHYS)**

REQUIREMENTS **HOURS**

General Education (p. 48):

Do not take PH S 111, 112, 113, 115, 116; MATH 200. These courses do not count toward the major. General Education requirements for physical science and mathematics are counted below in the hours required for the major.

Major:

PHYS: 35 hours, including 211, 212, 301, 312, 325, 350, 412, 425, 431, 440, 444; 1 hour of advanced laboratory.

34 hours of other required courses, including CHEM 121, 122; MATH 201, 251, 301, 351; COMP 150 (3) or 170 (5); PH S 410; 3-5 additional hours of science, computer science and mathematics.

COMP 328 is strongly recommended. A double major in physics and mathematics or computer science is also strongly recommended.

Electives:

Math leveling work, if needed, nullifies electives.

Remaining Bible:

PH S 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken in the spring of the senior year.

TOTAL HOURS **128**

Minor in Physics: 18 hours, including 6 upper-level hours.

**BACHELOR OF ARTS DEGREE
GENERAL SCIENCE (WITH EMPHASIS IN
CHEMISTRY) MAJOR (GNSC)
(Teacher Licensure 2002)**

REQUIREMENTS **HOURS**

General Education (p. 48):

Do not take BIOL 111, 113; PH S 115, 116. These courses do not count toward the major.

General education requirements for biology, physical science, global literacy and mathematics are fulfilled in the major course requirements listed below.

Major:

EDFD 203, required in place of PSY 201, is counted below in the requirements for licensure. You must take 3 hours of social science/global literacy from ANTH 250, SOCS 301, GEOG 302 or 303 for the 3-hour additional global literacy requirement.

69

5

6

128

8

6

128

48

HOURS

39

65



CHEM: 20 hours, including 121, 122, 261, 215/216 or 301, 440 and 3 additional hours.

45 hours of other required courses, including BIOL 121, 122, 250, 259; COMP 150 or CHEM 350; MATH 171, 200; PHYS 201, 202 or 211, 212; PH S 111, 112, 113 and 410.

Math leveling work, if needed, increases the total hours in the degree.

Licensure:

EDFD 202, 203, 311; SEED 310, 417, 428, 451, 480; SPED 418; H ED 203. Consult the College of Education catalog section for additional licensure information.

Remaining Bible:

PH S 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken

in the spring of the senior year. Bible is not taken during the supervised teaching semester.

TOTAL HOURS

140

CHEMISTRY (CHEM)

114. GENERAL CHEMISTRY. (4) Fall, Spring. Basic concepts of inorganic chemistry. Recommended for students with no high school chemistry. Three class periods and 3 hours laboratory per week. Prerequisites: For freshmen, an ACT English subscore of 19 (R-SAT of 460) and an ACT math subscore of 19 (R-SAT of 460).

121-122. COLLEGE CHEMISTRY. (4, 4) Fall, Spring. Theoretical and quantitative principles of inorganic chemistry including laboratory qualitative and quantitative analysis. Prerequisites: One year of high school chemistry or 114, and MATH 151 or higher; MATH 151 may be taken concurrently. CHEM 121 with a recommended grade of "C" is prerequisite to 122.

215. ORGANIC AND BIOLOGICAL CHEMISTRY. (3) Fall, Spring. Introduction to organic chemistry and its

32

4

application to the chemistry of living systems. Prerequisite: CHEM 114 or 121 with minimum grade of "C." May not be applied to a major in chemistry.

216. ORGANIC AND BIOLOGICAL CHEMISTRY LABORATORY. (1) Fall, Spring. Laboratory exercises in organic and biological chemistry. Prerequisite: Credit or concurrent enrollment in CHEM 215. May not be applied to a major in chemistry.

261. ANALYTICAL CHEMISTRY. (4) Fall. Qualitative and quantitative chemical separations and analyses emphasizing chemical equilibrium, gravimetric, and volumetric analysis. Two class periods and 6 hours laboratory per week. Prerequisite: 122.

301-302. ORGANIC CHEMISTRY. (4, 4) Fall, Spring. An integrated approach to structure and mechanism in organic chemistry, including nomenclature, classification, synthesis, properties, and uses of the compounds of carbon. Three class periods and 4 hours laboratory per week. Prerequisite: 122 or 215. Prerequisite for 302 is 301. A grade of "C" or higher is recommended before advancing from 301 to 302.

315. INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS. (4) Spring. An overview of basic components, theory, and applications of analytical instruments in the laboratory. Topics discussed include UV/Vis, IR, fluorescence, atomic absorption, and NMR spectroscopy as well as high-performance liquid chromatography, gas chromatography, mass spectroscopy and electrochemistry. Two class periods and two laboratory periods per week. Prerequisites: 261, PHYS 201 or 211 is recommended.

324. BIOCHEMISTRY I. (3) Fall, Intersession. Basic concepts of the chemistry and intermediary metabolism of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones are considered with special consideration given to biochemical energetics and molecular biochemistry. Prerequisite: 121, 122, and 215, or 301 with minimum grade of "C."

325. BIOCHEMISTRY LABORATORY I. (1) Fall. A laboratory designed to study biochemistry at the molecular level. Areas of investigation include pKa's and buffer systems, characterization of amino acids, proteins, and carbohydrates and lipids with particular emphasis given to mastering physical biochemical laboratory techniques. One 4-hour laboratory per week. Prerequisite: Enrollment or credit in 324.

326. BIOCHEMISTRY II. (3) Spring. Continuation of 324 with added emphasis given to protein-ligand interactions, antibodies, enzymology, transfer of genetic information, and recombinant DNA technology. Prerequisite: 324 with minimum grade of "C."

327. BIOCHEMISTRY LABORATORY II. (1) Spring. A laboratory designed to familiarize the student with protein-ligand binding, Western blotting, enzyme kinetics and inhibition, and recombinant DNA techniques. One 4-hour laboratory per week. Prerequisites: 261, 325 and enrollment or credit in 326.

350. MICROCOMPUTER INTERFACING. (3) Spring. Microcomputer interfacing, analog-to-digital conversion, and computer electronics. Prerequisite: PHYS 202 or 212. Credit is not granted for both CHEM 350 and PHYS 350.

405/505. RESEARCH TECHNIQUES. (1 or 2) Fall, Spring. Inorganic, organic, analytical, physical, and biochemical research projects are chosen according to student goals and staff interests. A minimum of four hours of laboratory per week for each hour of credit. May be repeated, but not more than 2 hours may count toward the 35 required for a major. Prerequisites: Junior standing and consent of faculty member who will advise. Fee: \$70.

411/511-412/512. PHYSICAL CHEMISTRY. (4, 4) Fall, Spring. States of matter, thermodynamics, equilibria, kinetics, electrochemistry, spectroscopy, and quantum mechanics. Three class periods and 4 hours laboratory per week. Prerequisites: 261 and 302, PHYS 211-212 and MATH 251.

440. SEMINAR. (0-1) Fall, Spring. Oral presentations of interest to department majors. Required of all junior and senior majors, but credit is earned only in the graduating semester of the senior year.

444. SELECTED TOPICS. (1-4) Offered on demand. Topics are determined by student needs and interests and instructor availability. May be repeated for additional credit as the topic changes.

450. INORGANIC CHEMISTRY. (4) Spring, on demand. Modern inorganic chemistry including chemical bonding, concepts of acids and bases, chemistry of the main group elements, coordination chemistry and organometallic chemistry. Three class periods and 4 hours laboratory per week. Prerequisite: CHEM 411.

PHYSICAL SCIENCE (PHS)

111. EARTH SCIENCE. (3) Fall, Spring. Overview of geology, meteorology, and astronomy. Recommended for the general education requirement for elementary education majors.

112. GEOLOGY. (3). Overview of minerals and rocks, land forms, and the geological processes that shape the earth.

113. ASTRONOMY AND SPACE SCIENCE. (3). Historical perspectives and current interpretations of philosophy and methodology of science with emphasis on astronomical phenomena, including direct observational experiences. Celestial phenomena, overview of the earth, the solar system, stars, and the universe, with science principles applied to astronomy.

115. ENERGY, POLLUTION, AND SOCIETY. (3). Philosophy and methodology of science with emphasis on energy generation, distribution, utilization, and conservation and its impact on the environment.

116. PHYSICAL SCIENCE. (3). Recommended for the general education requirement for elementary education majors. Credit is not granted in PHS 116 if credit is received

for any other physics or chemistry course.

367/357. COOPERATIVE EDUCATION. (1-6) Offered on demand. See Cooperative Education catalog section.

410. CHRISTIAN VIEW OF SCIENCE AND SCRIPTURE. (2 or 3) Spring. The Bible and science, presuppositions, logic, probability, scientific methods, origins, evolution, ethics, and the reasonableness of Christian faith. Open only to senior B.S. and B.A. science and mathematics majors. Required of all B.S. science and mathematics majors and B.A. biology and general science majors.

PHYSICS (PHYS)

201-202. GENERAL PHYSICS. (4, 4) Fall, Spring. Beginning physics course primarily for preprofessional programs. Mechanics, thermodynamics, acoustics, optics, and electricity. May not be applied to a major or minor in physics without approval of the department chairman. Three hours lecture and 3 hours laboratory per week. Prerequisite: MATH 151, 152, or equivalent. Credit in both 201-202 and 211-212 will not be granted. Prerequisite for 202 is 201. A grade of "C" or higher is recommended before advancing from 201 to 202.

211-212. ENGINEERING PHYSICS. (4, 4) Fall, Spring. Beginning physics course for physical science and mathematics majors and preengineers. Provides a basis for further studies in physics. Mechanics, thermodynamics, acoustics, optics, and electricity. Three hours lecture and 3 hours laboratory per week. Prerequisite: Concurrent enrollment or credit in MATH 251 and a grade of "C" in MATH 201. Credit in both 201-202 and 211-212 will not be granted. Prerequisite for 212 is 211. A grade of "C" or higher is recommended before advancing from 211 to 212.

301. MODERN PHYSICS. (4) Fall. Twentieth-century advances in the field of physics, selected from electromagnetic radiation, atomic structure, x-rays, spectroscopy, theory of relativity, quantum theory, and nuclear physics. Three class periods per week and 3 hours laboratory per week. Prerequisites: 201-202 or 211-212 and MATH 251.

305. ELECTRONICS. (2) Offered on sufficient demand. Digital and analog circuits. Digital gates and operational amplifiers and how to interconnect these devices to make electronic devices. Some knowledge of Ohm's law and basic electricity is helpful but not required. Three to 5 hours laboratory per week. Prerequisite: Consent of the instructor.

312. APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING. (3) Fall. Mathematical techniques employed in the study of physics. Topics vary according to background of the students and normally include Fourier series, complex analysis, calculus of variations, and integral transforms. Prerequisite: MATH 301.

325. ANALYTICAL MECHANICS. (3) Spring. Kine-

matics of point masses and bodies with an introduction to vector analysis, stressing the use of mathematics in interpreting natural phenomena. Three class periods per week. Prerequisite: 211-212 and MATH 351 or PHYS 312 is strongly recommended.

350/550. MICROCOMPUTER INTERFACING. (3) Spring. Microcomputer interfacing, analog-to-digital conversion, and computer electronics. Prerequisite: PHYS 202 or 212. Credit will not be granted for both PHYS 350 and CHEM 350.

380. INTERMEDIATE LABORATORY. (1-2) Offered on demand. Experiments related to intermediate courses in physics with emphasis on modern physics and optics. Normally the laboratory is taken concurrently with the respective intermediate course. Three hours of laboratory per week for each hour of credit. Prerequisites: 211-212 and enrollment or credit in some course beyond general physics, or consent of the instructor.

412/512. ELECTROMAGNETIC THEORY. (3) Spring. A full vector treatment of electrostatics and magneto statics based on a rigorous development of Maxwell's equations from experimental laws. The electromagnetic wave equation is developed from Maxwell's equations and applied to simple systems. Prerequisites: 212, 312, 325.

415/515. ADVANCED LABORATORY. (1) Offered on demand. Selected experimental problems of an advanced undergraduate level from various areas of physics. No fewer than 3 laboratory hours per week. May be taken twice for credit. Prerequisite: 325 and approval of instructor.

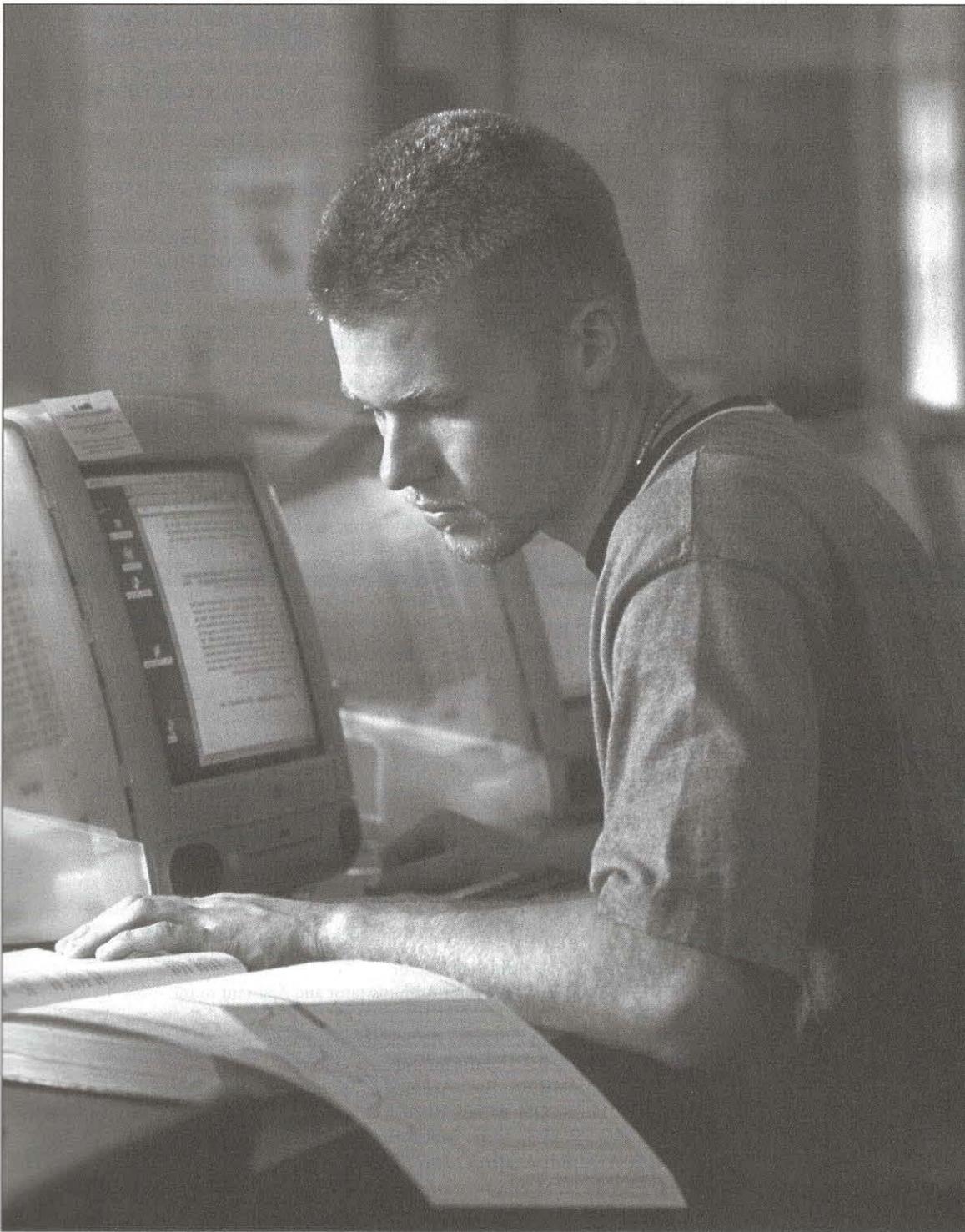
425/525. THERMODYNAMICS AND STATISTICAL MECHANICS. (3) Spring of even years. Thermal properties of matter, including the first, second, and third laws of thermodynamics and their applications, with an introduction to statistical mechanics. Three hours lecture per week. Prerequisite: 301, 312 and 325, and MATH 301 or consent of the instructor.

431/531. QUANTUM MECHANICS. (3) Spring of odd years. Formulation of nonrelativistic quantum mechanics and its applications. Prerequisites: 301, 312 and 325, and MATH 351, or consent of the instructor.

440. SEMINAR. (0-1) Fall, Spring. Oral presentations of interest to department majors. Required of all junior and senior majors, but credit is earned only in the graduating semester of the senior year.

444/544. SELECTED TOPICS. (1-4) Fall, offered on demand. Various advanced topics in physics selected by the instructor. Prerequisite: 312, 325.

450/650. INDEPENDENT STUDY. (1-3) Offered on demand. Directed readings and/or research for qualified senior/graduate physics majors. Prerequisite: Consent of the appropriate member of physics faculty.



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JOHN EXUM, B.B.A., Network Manager
LORA L. FLEENER, B.B.A., C.P.S., Director of Student Technology Services
MIKE HALE, A.A., Cable Plant Manager
JO YAEGER, Switchboard Operator
MARY SUE GUILD, Cashier/Office Manager HTS

Desktop Services

JAMES H. BAIRD, B.A., Manager, Desktop Services

DALE GUICE, Purchasing Agent

R. LEROY MILLER, M.S., Systems Specialist and Purchasing Agent

KENDALL JONES, M.S., Support Specialist

MATT PHILLIPS, Support Specialist

DALE WARREN, Support Specialist

Academic Information Systems

JONATHAN PICKELSIMER, M.S., System Support Specialist

STEPHEN BABER, Ph.D., Academic Liaison

PAULA KIRBY, B.S., Instructional Support Specialist

INSTITUTE FOR CHURCH AND FAMILY

HOWARD NORTON, Ph.D., Executive Director

ANDREW BAKER, B.A., Coordinator of Church and Family Events

CARL MITCHELL, Ph.D., Consultant

KATHY ALLEN, B.B.A., Secretary

Faculty

This list of faculty for the 2001-2002 school year was compiled by the printing deadline of May 15, 2001. Faculty hired after this date will appear in subsequent catalogs. First date indicates year of employment; second date, year appointed to present rank; third date, year appointed to administrative position. Asterisks indicate faculty on leave of absence.

DANIEL ADAMS, M.F.A. (Stephen F. Austin State University)

Associate Professor of Art. 1991, 1996.

GLEN M. ADAMS, Psy.D. (Illinois School of Professional Psychology)

Assistant Professor of Psychology. 1996.

HAROLD ALEXANDER, M.S.E., N.C.C. (Henderson University)

Associate Professor of Psychology, Counselor/Diagnostician in the Student Support Services Program, and Director of the Academic Advising Center. 1991, 2000.

JENENE ALEXANDER, Ed.D., N.C.S.P., L.P.C. (East Texas State University)

Associate Professor of Education. 1990, 2000.

THOMAS C. ALEXANDER, Ph.D. (Emory University)

Professor of Bible and Dean of the College of Bible and Religion. 1978, 2000, 1996.

DAVID L. ALLEN, M.B.A. (University of Central Arkansas)

Associate Professor of Accounting. 1987, 1994.

BEVERLY AUSTIN, M.A. (Harding University)

Assistant Professor of Art. 1993, 2000.

STEPHEN A. BABER, Ph.D. (Texas A&M University)

Professor of Computer Science and Director of Academic Computing. 1983, 1989, 1988.

KARYL V. BAILEY, Ph.D. (Texas A&M University)

Professor of Kinesiology. 1967, 1981.

TIMOTHY B. BAIRD, Ph.D. (University of Missouri at Rolla)

Professor of Computer Science and Chair of the Department. 1981, 1997, 1994.

CURT BAKER, M.Ed. (Montana State University)

Assistant Professor of English. 1990, 1999.

KIM A. BAKER-ABRAMS, L.M.S.W. (Arizona State University)

Assistant Professor of Social Work. 1996, 1999.

JEROME M. BARNES, Ed.D. (North Texas State University)

Professor of Education and Director of Special Projects. 1962, 1976, 1992.

KLAY BARTEE, M.Ed., M.S.M.F.T. (Harding University)

Assistant Professor, Counselor. 1999.

- PATRICK A. BASHAW, M.Ed. (Harding University)
Assistant Professor of Education. 1999.
- CLAY BEASON, M.Ed. (Harding University)
Instructor of Kinesiology. 2000.
- FLEMING BELL, M.A. (Florida State University)
Assistant Professor of Spanish. 2000.
- RHONDA BELL, M.A. (Webster University)
Assistant Professor of Business. 1997.
- JAMES BEHEL, Ph.D. (University of Arkansas)
Associate Professor of Computer Information Systems. 1981, 1989.
- DEE BOST, Ed.D. (University of Memphis)
Associate Professor of ADVANCE, Coordinator of the Academic Services Center, and Director of the ADVANCE Program. 1990, 1998, 1990.
- JERRY BOWLING, Ph.D. (Southern Baptist Theological Seminary)
Associate Professor of Bible. 1995, 2001.
- RODGER LEE BREWER, Ph.D. (University of Missouri)
Professor of English. 1973, 1991.
- HARMON C. BROWN, Ph.D. (University of Missouri at Rolla)
Professor of Mathematics. 1974, 1984.
- PHILIP A. BROWN, Ph.D. (University of Mississippi)
Assistant Professor of Accounting. 1987.
- JOE BRUMFIELD, Ed.D. (Oklahoma State University)
Associate Professor of Bible. 1992, 1998.
- BRYAN BURKS, M.B.A., C.P.A. (Middle Tennessee State University)
Assistant Professor of Accounting, Director of the Accounting Program, and Associate Dean of the School of Business. 1995, 1999, 2000.
- DAVID B. BURKS, Ph.D., C.P.A. (Florida State University)
Professor of Management and Accounting and President of the University. 1967, 1981, 1987.
- STEPHEN A. BURKS, M.Ed. (Harding University)
Assistant Professor of Kinesiology and Assistant Girls' Basketball Coach. 1997, 2001.
- JEANIE BURT, M.A., R.N. (Webster University)
Assistant Professor of Nursing. 1995.
- LOUIS F. BUTTERFIELD, Ed.D. (Texas Tech University)
Professor of Communication. 1970, 1995.
- JOHN K. CAMERON, Ph.D. (University of Arkansas)
Associate Professor of Psychology. 1993.
- JAMES W. CARR, Ph.D. (Florida State University)
Associate Professor of Marketing and Executive Vice President. 1987, 1987, 1989.
- SCOTT CARRELL, D.M.A. (University of North Texas)
Assistant Professor of Music. 1998.
- CLARA CARROLL, Ed.D. (University of Memphis)
Assistant Professor of Education and Director of Professional Field Experiences. 1997, 1998.
- J. WARREN CASEY, Ph.D. (University of Oklahoma)
Professor of Music. 1982, 1992.
- MICHAEL CHANCE, M.M. (Midwestern State University)
Assistant Professor of Music and Director of Bands. 1996.
- STEVE B. CHOATE, M.F.A. (University of Mississippi, Oxford)
Instructor of Art. 1995.
- DA'LYNN CLAYTON, Ph.D., R.N. (University of Texas)
Associate Professor of Nursing. 1985, 2001.
- EDDIE CLOER, D.Min. (Harding Graduate School of Religion)
Professor of Bible. 1986, 1996.
- ROSS COCHRAN, Ph.D. (Boston College)
Associate Professor of Bible. 1986, 1996.

- DAVID COLE, Ph.D. (Western Michigan University)
Professor of Chemistry and Chair of the Department of Physical Sciences. 1989, 1994, 1995.
- AVA M. CONLEY, M.A. (Vanderbilt University)
Professor of Spanish. 1973, 1990.
- *STEVE COOPER, M.S. (Stephen F. Austin State University)
Instructor of Biology. 1997.
- BOB J. CORBIN, M.Ed. (University of Oklahoma)
Professor of Kinesiology and Research Associate. 1964, 1983.
- AMY K. COX, B.S., ASID (Harding University)
Associate Instructor of Art. 2001.
- GERALD COX, M.L.S. (Indiana University)
Instructor of Library Science. 1998.
- MONTE COX, Ph.D. (Trinity International University)
Assistant Professor of Bible and Director of Center for World Missions. 1992, 1993.
- PATRICIA J. COX, Ph.D. (University of North Texas)
Associate Professor of Music. 1981, 1995.
- KAREN COY, Ed.D. (Arkansas State University)
Associate Professor of Education. 2000.
- G. SCOT CRENSHAW, Ph.D. (Southwestern Baptist Theological Seminary)
Associate Professor of Bible and Preaching. 1997, 2001.
- SHAREN DEACON CROCKETT, M.S., C.F.C.S. (Ohio State University)
Professor of Family and Consumer Sciences and Curriculum Director of Harding Early Learning Center. 1968, 1969, 1989.
- MARGUERITE CRONK, M.Sc. (Australian National University)
Assistant Professor of Business. 2000.
- *SHAWN DAGGETT, M.Th. (Harding Graduate School of Religion)
Assistant Professor of Bible. 1996.
- ELLEN DANIEL, Ed.D., C.F.C.S. (University of Georgia)
Professor of Family and Consumer Sciences. 1992, 1998.
- MARK DAVIS, M.B.A. (Baker College)
Assistant Professor of Business. 1999.
- DONALD P. DIFFINE, Ph.D. (University of Mississippi)
Professor of Economics and Director of the Belden Center for Private Enterprise Education. 1971, 1982, 1976.
- KATHY DILLION, M.Ed. (Harding University)
Instructor of English. 1998.
- ANN DIXON, M.L.S. (Harding College)
Assistant Professor of Library Science and Library Director. 1993, 1999.
- ELIZABETH DOMINSKI, M.S.N., R.N. (Clarkson College)
Assistant Professor of Nursing. 1994, 2000.
- FAYE BREWER DORAN, Ed.D. (Pennsylvania State University)
Professor of Art. 1973, 1984.
- RONALD H. DORAN, M.S. (University of South Carolina)
Professor of Biology. 1968, 1991.
- ROBERT L. DOUGLAS, M.S. (University of Houston)
Professor of Computer Engineering. 2001.
- CAROL DOUGLASS, M.Ed. (Harding University)
Assistant Professor of Education. 2000.
- MARIBETH DOWNING, Ph.D. (University of Nebraska)
Professor of Education. 1974, 1989.
- ALVA GENE DUGGER, M.S. (University of Missouri at Rolla)
Professor of Computer Science and Mathematics and Assistant Director of Computing Services. 1969, 1981, 1991.

- DEBORAH G. DUKE, Ed.D. (2001-2002, Harding University Catalog)
(Memphis State University)
Associate Professor of Math. 1981, 1996.
- TERRY L. EDWARDS, Ph.D. (Florida State University)
Associate Professor of Humanities and Italian, and Chair of the Department of Foreign Languages and International Studies. 1984, 1995, 1999.
- DAVID T. ELLIOTT, M.A.T. (Harding College)
Professor of Kinesiology. 1969, 1996.
- GARY D. ELLIOTT, Ph.D. (Kansas State University)
Professor of English. 1967, 1997.
- MORRIS RAY ELLIS, Ph.D. (Texas Tech University)
Professor of Communication. 1972, 1990.
- CONNIE ELROD, M.Ed. (Harding University)
Assistant Professor of Education and Director of the Harding University Professional Center, North Little Rock. 1999, 2001.
- MARK ELROD, Ph.D. (Vanderbilt University)
Associate Professor of Political Science. 1987, 1996.
- MIKE EMERSON, M.S., C.P.A. (Harding University)
Associate Professor of Accounting. 1986, 2001.
- TERRY ENGEL, Ph.D. (University of Southern Mississippi)
Assistant Professor of English. 2001.
- JAMES DONALD ENGLAND, Ph.D. (University of Mississippi)
Distinguished Professor of Chemistry. 1960, 1971.
- LEWIS "TONY" FINLEY, Ed.D. (University of Arkansas)
Professor of Education and Dean of the School of Education. 1984, 1994, 1998.
- DEBBIE FORD, M.S.W. (University of Arkansas)
Associate Professor of Social Work. 1994, 2001.
- JANET FORTNER, M.A. (Texas Tech University)
Assistant Professor of History. 1994, 2000.
- JOHN FORTNER, Ph.D. (Hebrew Union College-Jewish Institute of Religion)
Associate Professor of Bible. 1990, 1994.
- RICK FOUGHT, M.L.I.S. (University of Oklahoma)
Instructor of Library Science. 1998.
- BRAD FRANCIS, M.Ed. (Harding University)
Assistant Professor of Kinesiology and Women's Basketball Coach. 1996.
- JAMES FRANK, M.Ed. (Harding University)
Assistant Professor of Kinesiology. 1988, 1990.
- ALLEN FRAZIER, M.B.A. (University of Wisconsin)
Assistant Professor of Business. 2001.
- DOTTIE FRYE, M.A. (Memphis State University)
Lecturer of Communication. 1996.
- STEVEN N. FRYE, Ed.D. (University of Arkansas)
Associate Professor of Communication. 1989, 1994.
- SHANE FULLERTON, M.Ed. (Harding University)
Instructor of Kinesiology and Baseball Coach. 1996.
- CLIFTON L. GANUS JR., Ph.D. (Tulane University)
Professor of History and Chancellor of the University. 1946, 1952, 1987.
- CLIFTON L. GANUS III, D.M.A. (University of Colorado)
Professor of Music. 1968, 1982.
- PATRICK H. GARNER, Ph.D. (University of Oklahoma)
Professor of Communication and Director of Forensics Program. 1972, 1987.
- KEITH GIBONEY, M.Ed. (Texas A & M - Commerce)
Instructor of Kinesiology and Women's Volleyball Coach. 1999.
- LINDA GIBSON, M.S.N., R.N.P. (University of Central Arkansas)
Assistant Professor of Nursing. 1992.

- NOBLE T. GOSS, Ph.D. (University of Oregon)
Assistant Professor of Spanish and German. 1996.
- JAMES R. GOWEN, M.Ed. (Harding College)
Assistant Professor of Kinesiology and Director of Men's Intramurals. 1996.
- KAY GOWEN, M.S.M.C. (Arkansas State University)
Associate Professor of Communication and Director of Student Publications. 1987, 1996.
- JO GOY, M.S. (University of Southwest Louisiana)
Instructor of Biology. 1995.
- JOE GOY, Ph.D. (Texas A & M University)
Associate Professor of Biology. 1995, 2001.
- KENNETH W. HAMMES, Ph.D. (Texas Tech University)
Professor of English. 1989, 1994.
- RONNIE HARLOW, M.S.E., A.T.C. (Harding University)
Instructor of Kinesiology. 1997.
- GREG HARNDEN, M.A. (University of Missouri at Kansas City)
Athletic Director and Associate Professor of Kinesiology. 1989, 1996, 1996.
- JACQUELINE HARRIS, M.N.Sc., R.N., O.N.C. (University of Arkansas Medical Sciences)
Assistant Professor of Nursing. 1991, 1997.
- JULIE E. HARRIS, Ph.D. (University of Arkansas)
Assistant Professor of History. 2000.
- KAYLA HAYNIE, M.A. (Arkansas State University)
Assistant Professor of English. 1993, 1997.
- PAUL D. HAYNIE, Ph.D. (University of Arkansas)
Professor of History. 1990, 1997.
- BUDD HEBERT, Ph.D. (Ohio State University)
Professor of Business and Director of International Business. 1993, 1998.
- ADRIAN HICKMON, Ph.D. (Virginia Polytechnic Institute and State University)
Associate Professor of Marriage and Family Therapy. 1993, 1999.
- CHARLES V. HICKS, M.S.E. (Harding University)
Assistant Professor of Music. 1998.
- A. EDWARD HIGGINBOTHAM, Ed.D. (University of North Texas)
Associate Professor of Education. 1994.
- ANN HOBBY, M.Ed. (Eastern New Mexico University)
Assistant Professor of Library Science. 1991.
- KENNETH L. HOBBY, Ph.D. (Oklahoma State University)
Professor of Psychology. 1989, 1994.
- GORDON HOGAN
Missionary in Residence. 1994.
- DUTCH HOGGATT, Ph.D. (Ohio University)
Associate Professor of Communication. 1997.
- JEFFREY T. HOPPER, Ph.D. (Rutgers University)
Professor of Music, Dean of the Honors College and International Programs. 1974, 1994, 2001.
- KAREN HORTON, M.Ed. (Harding University)
Assistant Professor of Education and Director of Curriculum Lab. 1999.
- B.J. HOUSTON, J.D., M.S.E. (University of Arkansas at Little Rock)
Associate Professor and Director of Criminal Justice Program. 2001.
- KATHY HOWARD, Ed.D. (Memphis State University)
Associate Professor of Psychology. 1986, 1988.
- THOMAS M. HOWARD, Ed.D. (University of Arkansas)
Dist. Professor of Political Science and Chair of History and Social Science Dept. 1972, 1998, 1993.
- JOHN RONALD HUCKEBA, M.Ed. (Harding University)
Associate Professor of Kinesiology. 1988, 1997.
- LARRY HUNT, M.A. (University of Georgia)
Assistant Professor of English. 2000.

- DWIGHT E. IRELAND, Ed.D. (University of Arkansas)
Professor of Psychology. 1977, 1995.
- MIKE IRELAND, D.Min. (Harding University Graduate School of Religion)
Associate Professor of Bible. 2000.
- MICHAEL L. JAMES, Ph.D. (Florida State University)
Associate Professor of Communication and Chair of the Department. 1973, 1994, 1993.
- ALICE K. JEWELL, Ph.D. (University of Arkansas)
Professor of English and Latin. 1968, 1990.
- FRED R. JEWELL, Ed.D. (Ball State University)
Professor of History. 1968, 1981.
- DAVID M. JOHNSON, Ph.D., C.P.A. (University of Cincinnati)
Professor of Business. 1982, 2001.
- JAMES D. JOHNSTON, Ed.D. (Vanderbilt University)
Associate Professor of Education. 1996.
- JOHN E. KELLER, Ph.D. (University of Nebraska)
Professor of Art and Chair of the Department. 1979, 1996, 1999.
- KAREN KELLEY, M.S.N., R.N. (Harding University)
Assistant Professor of Nursing. 1994, 2000.
- JOHNNETTA KELLY, M.N.Sc., R.N.P., C.S. (University of Arkansas Medical Sciences)
Assistant Professor of Nursing. 1995.
- ROBERT J. KELLY, Ed.D. (University of Mississippi)
Professor of Business Education and Director of Institutional Testing and Research Services and Outcomes Assessment. 1969, 1984, 1991, 1999.
- TIM KIRBY, M.Ed. (East Central University of Oklahoma)
Assistant Professor of Kinesiology. 1993.
- KEVIN KLEIN, Ph.D. (Florida State University)
Associate Professor of History. 1994, 2001.
- HELEN LAMBERT, Ed.D., R.N. (University of Arkansas)
Professor of Nursing. 1982, 1986.
- WILLIAM T. LAMBERT, Ed.D. (University of Arkansas)
Professor of Bible. 1982, 1992.
- RANDY LAMBETH, M.Ed. (Harding University)
Assistant Professor of Kinesiology. 2000.
- CHERYL LEE, M.N.Sc., R.N., C.N.S. (University of Arkansas Medical Sciences)
Assistant Professor of Nursing. 1994.
- RAYMOND "DONNY" LEE, Ed.D. (University of Memphis)
Associate Professor of Education. 1998.
- LARRY R. LONG, Ph.D. (Ohio State University)
Distinguished Professor of English, Associate Vice President for Academic Affairs, and Dean of the College of Arts and Humanities. 1976, 1986, 2001.
- JAMES E. MACKKEY, Ph.D. (University of Mississippi)
Professor of Physics. 1968, 1978.
- DALE MANOR, Ph.D. (University of Arizona)
Associate Professor of Bible. 1996.
- WILTON Y. MARTIN, Ed.D. (University of Arkansas)
Professor of Recreation and Chair of the Department of Kinesiology. 1972, 1984, 1992.
- DENNIS MATLOCK, Ph.D. (St. Louis University)
Assistant Professor of Chemistry. 2000.
- FRANK McCOWN, B.S. (Harding University)
Associate Instructor of Computer Science. 1997.
- ROBERT McCREADY, Doctorat d'Etudes Approfondies. (University of Toulouse)
Assistant Professor of French. 2000.
- REBECCA McLAIN, M.S., CCC-SLP (University of Central Arkansas)
Assistant Professor of Communication. 2000.

- RANDALL M. McLEOD, J.D. (Memphis State University 2001-2002, Harding University Catalog Law School)
Associate Professor of Business and Dean of the School of Business. 1988, 1993, 1995.
- TERESA McLEOD, M.Ed. (University of Memphis)
Assistant Professor of Student Support Services. 1997.
- C. ROBIN MILLER, M.F.A. (Memphis State University)
Associate Professor of Communication and Director of Theater Program. 1980, 1992.
- CARL MITCHELL, Ph.D. (University of Southern California)
Professor of Bible. 1980, 1989.
- JOHN W. MOON JR., Ph.D. (Michigan State University)
Professor of Biology and Chair of the Department. 1991, 2001.
- JESSICA E. MOORE, D.A. (Middle Tennessee State University)
Associate Professor of Kinesiology. 1998.
- LEWIS L. MOORE, Ph.D. (University of Nebraska)
Professor of Psychology, Director of Counseling and Chair of Marriage and Family Therapy. 1970, 1986, 1981.
- STEVEN C. MOORE, Ph. D. (University of Arkansas of Medical Sciences)
Associate Professor of Biology and Associate Chair of the Department. 1993, 1999.
- JAN MORGAN, Ed.D. (Memphis State University)
Associate Professor of Education, Director of Middle Childhood/Early Adolescence and Special Education, and Co-Director of Undergraduate Teacher Education. 1988, 1995, 1998.
- JEFF MORGAN, M.S. (West Texas State University)
Assistant Professor of Kinesiology. 1993.
- LAMBERT E. MURRAY, Ph.D. (Florida State University)
Professor of Physics. 1982, 1988.
- EDWARD P. MYERS, Ph.D. (Drew University)
Professor of Bible and Director of Harding School of Biblical Studies. 1992, 1992, 1996.
- JERRY MYHAN, M.S.N., A.P.N., C.S. (University of Tennessee Center for the Health Sciences)
Associate Professor of Nursing and Health Care Missions Coordinator. 1978, 1992, 1993.
- KENNETH V. NELLER, Ph.D. (University of St. Andrews)
Associate Professor of Bible. 1992.
- JAMES D. NICHOLS, Ed.D. (University of Arkansas)
Professor of Education and Director of Graduate Studies. 1977, 1986, 1998.
- HOWARD NORTON, Ph.D. (University of Sao Paulo)
Professor of Bible and Director of Institute for Church and Family. 1997.
- JOHN W. NUNNALLY, M.S. (Florida State University)
Assistant Professor of Computer Science and Computer Engineering and Manager of Network Operations. 1975.
- OWEN OLBRICHT, M.R.E. (Harding University)
Missionary in Residence. Bible. 1995.
- GEORGE H. OLIVER, M.S.A. (Central Michigan University)
Professor of Management and Marketing and Director of the Human Resources Program. 1985, 2001, 1992.
- ANDY OLREE, J.D., C.P.A. (University of Chicago)
Associate Professor of Political Science. 1995, 2001.
- DENNIS M. ORGAN, Ph.D. (Texas Tech University)
Professor of English and Chair of the Department. 1967, 1979, 1984.
- SHERRY ORGAN, M.Ed. (Harding University)
Assistant Professor of English. 1997.
- BRYAN PHILLIPS, Ph.D. (University of Arkansas)
Associate Professor of Kinesiology. 1990, 2001.
- PAUL M. PITT, M.F.A. (Memphis State University)
Professor of Art. 1971, 1989.
- SHARON PITT, M.Ed. (Harding University)
Instructor of Communication. 1992, 1996.

- MICHAEL V. PLUMMER, Ph.D. (University of Kansas)
Professor of Biology. 1970, 1985.
- J. PAUL POLLARD, Ph.D. (Baylor University)
Professor of Bible. 1974, 1991.
- CAROLYN PRIEST, M.Ed. (Harding University)
Assistant Professor of Reading. 1988, 1999.
- DEAN B. PRIEST, Ph.D. (University of Mississippi)
Distinguished Professor of Mathematics, Vice President for Academic Affairs, and Dean of the College of Sciences. 1962, 1974, 2001.
- DENNIS PROVINCE, Ph.D. (Oklahoma State University)
Assistant Professor of Chemistry. 1999.
- CHRISTINE PRUITT, M.Ed. (Middle Tennessee State University)
Instructor of Reading. 1998.
- MIKE PRUITT, D.A. (Middle Tennessee State University)
Professor of Kinesiology. 1989.
- NEALE T. PRYOR, Th.D. (New Orleans Baptist Theological Seminary)
Professor of Bible. 1962, 1975, 1983.
- VANN RACKLEY, Ph.D. (Virginia Polytechnic Institute)
Associate Professor of Marriage and Family Therapy. 1993, 1999.
- SCOTT RAGSDALE, M.S.E. (Harding University)
Assistant Professor of Computer Sciences. 1985, 1993.
- ROBERT H. REELY JR., Ed.D. (Auburn University)
Professor of Management and Associate Executive Director of American Studies Institute, Dean of the College of Lifelong Learning. 1980, 1989, 1999.
- WILLIAM RICHARDSON, D.Min. (Abilene Christian University)
Associate Professor of Bible. 1995.
- TERRI RINE, Ed.D. (University of Arkansas at Little Rock)
Assistant Professor of Family and Consumer Sciences. 1987, 1997.
- LISA RITCHIE, Ed.D., R.D., L.D. (University of Arkansas at Little Rock)
Assistant Professor of Family and Consumer Sciences and Director of Didactic Program in Dietetics. 1989, 1999.
- WARD BRYCE ROBERSON, Ph.D. (Utah State University)
Professor of Biology. 1964, 1978.
- MARVIN H. ROBERTSON, J.D. (University of Arkansas)
Professor of Business. 1979, 1989.
- GARY W. ROSS, M.S. (Texas Tech University)
Assistant Professor of Accounting. 1999.
- JOHN H. RYAN, Ph.D. (University of Missouri)
Professor of Communication. 1961, 1987.
- KEITH SCHRAMM, M.S.E. (University of Central Arkansas)
Assistant Professor of Physical Science. 1992, 1993.
- ROBBIE SHACKELFORD, M.Ed. (Harding University)
Assistant Professor of Humanities and Director of HUF. 1990, 1990, 1996.
- ARTHUR L. SHEARIN, D.M.A. (University of Colorado)
Professor of Music and Chair of the Department. 1972, 1987, 1993.
- JACK R. SHOCK, Ed.D. (University of Arkansas)
Associate Professor of Communication. 1985, 1995.
- CATHLEEN M. SHULTZ, Ph.D., R.N. (Vanderbilt University)
Professor of Nursing and Dean of the School of Nursing. 1976, 1986, 1977.
- LORI SLOAN, M.B.A. (Webster University)
Assistant Professor of Business. 1995.
- STEPHEN W. SMITH, Ph.D. (Florida State University)
Professor of Mathematics and Chair of the Department. 1971, 1979, 1983.

- TERRY SMITH, M.S.W. (University of Arkansas at Little Rock) and M.Div. (Abilene Christian University)
Associate Professor of Social Work and Director of the Social Work Program. 1985, 1995, 1990.
- F. MARTY SPEARS, Ph.D. (Rice University)
Associate Professor of Mathematics. 2000.
- KEN STAMATIS, M.Ed. (Harding University)
Assistant Professor of Education. 1999.
- THOMAS R. STATOM, Ph.D. (University of Alabama)
Professor of History. 1967, 1986.
- DANA STEIL, B.S. (Harding University)
Instructor of Computer Engineering. 2000.
- DAN STOCKSTILL, Ph.D. (Union Institute)
Associate Professor of Bible. 1990, 1999.
- SHEILA COX SULLIVAN, Ph.D., R.N. (University of Arkansas Medical Sciences)
Assistant Professor of Nursing. 1996.
- GORDON SUTHERLIN, Ed.D. (Memphis State University)
Professor of Education. 1990, 1995.
- BURDETTE HENRY TERRILL, M.S.L.S. (Our Lady of the Lake University)
Professor of Library Science, Librarian for Government Documents, and Interlibrary Loans and Systems Librarian. 1979, 1999.
- JACK D. THOMAS, Ph.D. (Texas A&M University)
Professor of Psychology and Chair of the Department of Behavioral Sciences. 1974, 1982.
- LINDA THOMPSON, Ed.D. (Memphis State University)
Associate Professor of Psychology and Director of Student Support Services. 1986, 1997, 1990.
- PHILIP THOMPSON, D.Min. (Harding University Graduate School of Religion)
Associate Professor of Bible. 2001.
- TRAVIS THOMPSON, Ph.D. (University of Arkansas)
Professor of Math and Assistant to the Dean of the College of Sciences. 1985, 1990, 1987.
- LINDA THORNTON, Ed.D. (Florida Atlantic University)
Associate Professor of Education, Administrative Assistant to the Dean, and NCATE Coordinator. 1993, 1999.
- RANDY O. TRIBBLE, M.Ed. (Harding University)
Associate Professor of Kinesiology. 1981, 1997.
- DANIEL C. TULLOS, Ph.D., CCC-SLP (Pennsylvania State University)
Professor of Communication and Director of the Communication Disorders Program. 1979, 1993.
- KENNETH R. TURLEY, Ph.D. (University of Texas)
Associate Professor of Kinesiology. 1997, 2001.
- TERESA VICK, M.B.A. (Baker College)
Assistant Professor of Business. 2001.
- DUANE WARDEN, Ph.D. (Duke University)
Professor of Bible and Associate Dean of the College of Bible and Religion. 1993, 1996.
- BETTY WATSON, Ed.D. (Memphis State University)
Distinguished Professor of Elementary Education, Director of Early Childhood Education, and Co-Director of Undergraduate Teacher Education. 1968, 1986, 1998.
- REBECCA WEAVER, Ph.D., CCC-SLP. (University of Memphis)
Professor of Communication. 1984, 2001.
- NEVA J. WHITE, M.M. (Eastman School of Music)
Associate Professor of Piano. 1982, 1989.
- SHIRLEY ANNE WILLIAMS, M.L.S. (Texas Woman's University)
Associate Professor of Library Science and Cataloging Librarian. 1987, 1996.
- JOHN E. WILLIAMS, Ph.D. (Ohio University)
Associate Professor of English. 1992.
- STEVE WILLIAMS, Ph.D. (NOVA Southeastern University)
Professor of Business. 1997.

- EDMOND W. WILSON JR., Ph.D. (University of Alabama)
Professor of Chemistry. 1970, 1979.
- ELIZABETH K. WILSON, Ed.D., C.F.C.S. (Memphis State University)
Professor of Family and Consumer Sciences and Chair of the Department. 1971, 1991, 1984.
- FLAVIL YEAKLEY, Ph.D. (University of Illinois)
Professor of Bible and Director of Center for Church Growth. 1990, 1990, 1993.
- JON DAVID YINGLING, M.Ed. (Harding University)
Assistant Professor of Kinesiology. 1998.

Professors Emeriti

- JAMES R. ALLEN, M.R.E., Hh.D.
Bible. 1959, 1995.
- TED M. ALTMAN, Ed.D.
Kinesiology. 1963, 1998.
- GEORGE EDWARD BAGGETT, D.M.E.
Music. 1949, 1993.
- BARBARA G. BARNES, M.A.T.
Kinesiology. 1965, 1998.
- MILDRED BELL, Ph.D.
Family and Consumer Sciences. 1952, 1987.
- WINNIE BELL, M.A.L.S.
Library Science. 1959, 1990.
- JOHN G. BOUSTEAD, M.Ed.
Kinesiology. 1978, 1998.
- JESS G. BUCY, M.S.E.
Education. 1969, 1997.
- EDDIE RAY CAMPBELL, M.A.T.
Counseling. 1965, 1999.
- KATHRYN R. CAMPBELL, M.A.T.
Kinesiology. 1970, 1999.
- BOBBY L. COKER, Ed.D.
Education. 1968, 2000.
- KENNETH L. DAVIS JR., D.Mus.
Music. 1953, 1988.
- ROBERT L. HELSTEN, M.A.
Bible and German. 1958, 1990.
- WILLIAM W. HOLLAWAY, Ph.D.
Music. 1966, 1998.
- ALLAN L. ISOM, Ed.D.
Bible. 1963, 1999.
- JOE DALE JONES, M.A.
Bible. 1975, 2001.
- WYATT JONES, Ed.D.
Education. 1975, 1997.
- MAURICE L. LAWSON, M.A.
Physics. 1954, 1982.
- VIRGIL H. LAWYER, M.A.
History and Social Sciences. 1961, 1990.
- THEODORE R. LLOYD, M.S.
Kinesiology. 1964, 1999.

- DUANE McCAMPBELL, Ph.D.
English. 1969, 2001.
- ERLE T. MOORE, Ed.D.
Music. 1949, 1982.
- BILL W. OLDHAM, Ed.D.
Mathematics. 1961, 2000.
- HARRY OLREE, Ed.D.
Kinesiology. 1957, 1996.
- L.V. PFEIFER, M.Div., M.Th.
Bible. 1973, 2000.
- CHARLES PITTMAN, M.A.
English. 1962, 1997.
- C. JOHN PROCK, M.T.
Kinesiology. 1960, 1997.
- JOSEPH E. PRYOR, Ph.D.
Physical Science and Vice President for Academic Affairs. 1944, 1989.
- DON D. ROBINSON, M.A.
Art. 1962, 2001.
- WILLIAM F. RUSHTON, M.A.
Biology. 1960, 1995.
- ED SANDERS, M.A.
Bible. 1973, 1993.
- JACK WOOD SEARS, Ph.D.
Biology. 1945, 1986.
- JOE T. SEGRAVES, Ph.D.
History. 1963, 1999.
- DON SHACKELFORD, Th.D.
Bible. 1972, 2001.
- CARROLL W. SMITH, Ph.D.
Chemistry. 1968, 1997.
- BARBARA KARAFFA STATOM, M.Ed.
Business Education. 1973, 2001.
- ERMAL H. TUCKER, M.S.
Business Education. 1957, 1982.
- EVAN ULREY, Ph.D.
Communication. 1950, 1992.
- EUGENE UNDERWOOD, Ed.D.
English. 1970, 2001.
- BILLY D. VERKLER, Ph.D.
Sociology. 1957, 1998.
- WILL ED WARREN, M.A.R.
Bible. 1974, 1999.
- DOROTHY S. WRIGHT, Dr. de l'Université
French. 1968, 2000.
- WINFRED O. WRIGHT, Dr. de l'Université
French. 1966, 2000.
- WILLIAM D. WILLIAMS, Ph.D.
Chemistry. 1954, 1993.

Associate Professors Emeriti

NANCY O'BRIEN, M.S.

Nursing. 1976, 1996.

ANN SEWELL, M.M.

Music. 1961, 1989.

BETTY ULREY, M.Ed.

English. 1967, 1992.

CHARLES R. WALKER, M.S.

Business and Marketing. 1965, 1998.

MURREY W. WILSON, M.A.

Education. 1957, 1981.

RAY WRIGHT, D.A.

English. 1968, 1998.

Scholarship, Loan and Endowment Funds

The information contained herein is presented in grateful appreciation of those who have given generously to provide funds to students at Harding.

Not all scholarships listed have funds available. Students applying for admission are automatically considered for most scholarships for which funds are still available. Information about new scholarships, scholarships requiring a separate application, and other sources of scholarship funds is available on the Office of Student Financial Services' Web site, located at www.harding.edu/sfs, or by contacting the office at (501) 279-4257.

SCHOLARSHIP FUNDS

SETH ELWOOD ADAMS MEMORIAL SCHOLARSHIP: Established by family and friends in memory of Seth Adams of Fayetteville for full-time students.

AGAPE SCHOLARSHIP FUND: Established by Ken and Martha Norton to benefit full-time students with financial need.

AILEEN ALEXANDER SCHOLARSHIP FUND: Established by Thurman Alexander to benefit students who demonstrate leadership and diligence and have a financial need.

AMERICAN FOUNDERS SCHOLARSHIP FUND: Established by the American Founders Insurance Company of Austin, Texas. Awarded on the basis of scholarship and need.

ARTHUR ANDERSEN ACCOUNTING SCHOLARSHIP FUND: Established by Harding alumni employed by Arthur Andersen. Open to students at the junior and senior level who are majoring in accounting.

KENNETH PAUL ARD MEMORIAL FUND: Established by the family of Kenneth Paul Ard. Provides grants to Chorus members for participation in summer campaigns.

ASSOCIATED WOMEN FOR HARDING ENDOWED SCHOLARSHIP FOR HARDING GRADUATE SCHOOL OF RELIGION: Established for the specific purpose of providing financial aid to U.S. male citizens majoring in preaching and missions in the Harding Graduate School of Religion.

ASSOCIATED WOMEN FOR HARDING NEED-BASED SCHOLARSHIP: Established through the fund-raising activities of AWH chapters throughout the nation. Aids freshman students.

S.A. (LUM) AND IRMA N. ATKISON ENDOWED SCHOLARSHIP FUND: Established for children of missionaries (missionaries shall be defined in the broadest sense, as United States or foreign), children from children's homes and students in need.

E.B. BAGGETT MEMORIAL MUSIC SCHOLARSHIP: Established by the family and friends of the late Elmer B. Baggett for members of both the Band and either the Concert Choir or the Chorus.

LUCIEN BAGNETTO ENDOWED SCHOLARSHIP FUND: Established by the family and friends of Lucien Bagnetto for chemistry or biochemistry majors who have demonstrated a Christian servant attitude.

BAKER MEMORIAL SCHOLARSHIP FUND: Established by Donna Baker Barlar of Nashville, Tenn., in memory of her parents, Asa and Mary Ann Morton Baker, for Christian young men who plan to preach or teach the Gospel.

J.D. AND MARY BALES SCHOLARSHIP FUND: Established to provide financial assistance to families who have two or more children attending Harding simultaneously.

T.H. BARTON SCHOLARSHIP FUND: Established by Colonel T.H. Barton of El Dorado, Ark.

CHARLIE AND NADINE BAUM ENDOWED SCHOLARSHIP FUND: Established by the Baum family to assist academically average students from middle-income families who have difficulty obtaining financial aid.

MILDRED L. BELL FAMILY AND CONSUMER SCIENCES SCHOLARSHIP FUND: Established by faculty, friends, and family members as a tribute to Dr. Mildred L. Bell, Chairman of the Harding University Family and Consumer Sciences Department from 1959-1984.

Z. BENSKY SCHOLARSHIP FUND: Established by Z. Bensky of Little Rock, Ark., to provide scholarship aid for a student in dramatics.

MARGUERITE O'BANION BENSON ENDOWMENT SCHOLARSHIP FUND: Established at the Graduate School of Religion for outstanding young men who are preparing for the ministry.

HENRY ANDREW BISSELL AND TABITHA BISSELL ENDOWED SCHOLARSHIP FUND FOR PREACHING: Established by Ruth Jewell Owen in memory of Henry Andrew and Tabitha Bissell to provide scholarships to students in the Harding School of Biblical Studies who plan to preach.

JERRY L. BOLLS SCHOLARSHIP FUND: Established by Karen S. Bolts to benefit students from Calloway County, Ky., who maintain a minimum 2.5 GPA.

BOOTH BROTHERS MEMORIAL SCHOLARSHIP FUND: Established by the Booth family of Searcy as a memorial scholarship fund for Searcy students.

NATALIE N. BOWEN VOCATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION MEMORIAL SCHOLARSHIP FUND: Established by her two daughters to assist outstanding young women and men majoring in vocational family and consumer sciences education.

JOHN AND MARY BOWLIN ENDOWED SCHOLARSHIP FUND: Established from the estate of John and Mary Bowlin for financial assistance to students who are orphans.

BOYD-PEGAN ENDOWED SCHOLARSHIP FUND: Established by a gift from Glenn and Shirley Boyd in memory of Courtland and Stella Pegan to provide assistance to senior Bible majors who plan to teach.

ROBERT L. BRACKETT CHRISTIAN BUSINESS ENDOWED SCHOLARSHIP FUND: Established by Mark and Kelly Brackett in honor of their uncle to assist College of Business Administration students, with preference given to students from Florida.

HENRY JOHNSON BREEDLOVE SCHOLARSHIP FUND OF PREACHING: Established for Bible majors by Agnes Breedlove in memory of her husband.

BREWER-MASON MEMORIAL SCHOLARSHIP FUND: Established by friends and relatives of G.C. Brewer to aid worthy students, including Harding Academy.

JEWELL R. BRYAN SCHOLARSHIP FUND: Established by Leslie and Linda Bryan to benefit students from the Wichita, Kan., area, with first preference given to members of the Central Church of Christ in Wichita.

THE BUG MAN INC. SCHOLARSHIP FUND: Established by William and Sonja McCauley of Little Rock to benefit married students entering their senior year in the College of Business Administration.

DR. J. RUSSELL BURCHAM JR. AND ROSEMARY BURCHAM SCHOLARSHIP FUND: Established by Russell and Rosemary Burcham to benefit students attending the University's Graduate School of Religion in Memphis, Tenn.

BASIL F. BURKS SCHOLARSHIP FUND: Established by Maurice White Burks to benefit full-time students in the College of Education.

BOB BURKS FAMILY SCHOLARSHIP FUND: Established by Bob Burks to benefit students who are graduates of Vilonia High School, Vilonia, Ark., and who participate in the University's intercollegiate athletics program.

CLAUS AND EVER BURNHAM SCHOLARSHIP FUND: Established by Mrs. Burnham to assist students who plan to be ministers of the Gospel.

THE BURNS-HARRIS SCHOLARSHIP FUND: Established to assist deserving students majoring in physical science or mathematics.

EDDIE AND KATHRYN CAMPBELL ENDOWED SCHOLARSHIP FUND: Established by David Campbell to honor his parents and to offer financial assistance to students with children who are seeking an education.

RODNEY AND JOAN CARLTON ENDOWED SCHOLARSHIP FUND: Established to financially assist deserving freshmen, sophomores or juniors who are pre-medicine majors who plan to attend UAMS and plan to practice in a rural town in Arkansas.

W.J. CARR SCHOLARSHIP FUND: Founded by W.J. Carr of Junction City, Ark.

CARR SCHOLARSHIP FOR NURSING: Established by Taylor B. Carr of Southern Pines, N.C., and Dr. James F. Carr, Jr., of Searcy in memory of their parents, James F. and Eula Barrett Carr. For student nurses who plan to enter medical missions or work in underserved areas.

CAROL CARTER MEMORIAL SCHOLARSHIP FUND: Established by the parents of Carol Carter in her memory for financial assistance to students from the St. Louis area, including suburban areas in Missouri and Illinois.

THE CARTER FAMILY ENDOWED SCHOLARSHIP FUND: Established by the Paul Carter family of Bentonville for students in the College of Bible and Religion and the College of Business Administration.

CARTER SCHOLARSHIP FUND: Established by Mr. and Mrs. Paul R. Carter to encourage students, who might not be able to attend otherwise, to enroll at Harding. Preference is given to students from northwest Arkansas.

CLASS OF 1972 LEGACY SCHOLARSHIP FUND: Established by Debbie Ganus Duke, as a representative for the Class of 1972, to benefit freshmen students who are descendants of former Harding students.

MARY BLANCHE COCKE SCHOLARSHIP FUND: Established to benefit Bible majors of sophomore or higher classification who have a GPA of 3.5 or higher.

JACK C. AND LOIS H. COLE SCHOLARSHIP FUND: Established for gifted students – regardless of financial need and without regard to race – who are hard-working achievers. Applicants must be students from Riverside and San Bernardino counties – the Inland Empire area – of Southern California.

DR. RUTH E. COLE NURSING SCHOLARSHIP FUND: Established to honor Dr. Ruth Cole for her values and commitment. This scholarship is for nursing majors with financial need and demonstrated capability.

JAMES T. CONE MEMORIAL SCHOLARSHIP FUND: Established by family and friends of James T. Cone, who was vice chairman of the board of trustees at the time of his death in 1968.

COONS-FARRAR SCHOLARSHIP FUND: Established in memory of Catherine Farrar Williams for junior and senior students in designated areas of the health-care field.

ELIZABETH J. COUCHMAN MEMORIAL FUND: Established by Elizabeth J. Couchman of Winchester, Ky.

ADLAI STEVENSON AND MARGARET PRICE CROOM SCHOLARSHIP: Established by their children for an upper-class male Bible major from Arkansas.

C. FLOYD DANIEL ENDOWED SCHOLARSHIP FUND: Established by Mr. and Mrs. David Lunceford to honor Mr. Daniel for his work for the University. Awards will be made to students with financial need that do not qualify for government grants.

Metairie, La., to benefit students from the New Orleans or southern Louisiana area.

C.L. AND LOUISE GANUS SCHOLARSHIP FUND: Established by friends in May 1987 upon his retirement in order to provide scholarships to deserving students.

GROVER S. AND CAROL L. GARRETT ENDOWED SCHOLARSHIP FUND: Established by the Garrett family to assist financially needy, full-time students.

GEORGIA YOUTH FOUNDATION SCHOLARSHIP FUND: As funds are available, scholarships are provided by the Georgia Youth Foundation for students from Georgia. Awards are based on financial need.

JEFFREY W. GLOVER MEMORIAL SCHOLARSHIP FUND: Established for undergraduate sophomores or above who have a documented disability. The student must be a member of Student Support Services.

DR. L.K. HARDING MEMORIAL SCHOLARSHIP FUND: Created by Mrs. L.K. Harding in memory of her husband, the eldest son of James A. Harding, for whom the University is named.

KATHRYN GWEN HARKER SCHOLARSHIP FUND: Established by Jack L. Harker in memory of his daughter, Kathryn, for full-time students in the College of Nursing.

MARY ANN WHITAKER HARRIS MEMORIAL SCHOLARSHIP FUND: Established by Jack Harris as a memorial to his wife, Dr. Mary Ann Harris, who taught in the College of Education. For students in the College of Education, with preference given to elementary education majors.

RANDY AND KATHY HARRIS SCHOLARSHIP FUND: Established for full-time students who demonstrate leadership, diligence, capability and financial need.

MODENE H. HAYNIE, R.N. ENDOWED SCHOLARSHIP FUND: Fund in memory of Mrs. Haynie established by her family for Christians of excellent reputation in Arkansas preparing for a career in nursing.

LAWRENCE G. HAYS SCHOLARSHIP FUND: Established to assist young men majoring in Bible and Missions.

HERBERT AND JEWELL HEFFINGTON MEMORIAL SCHOLARSHIP FUND: Established to assist deserving students in the following order: (1) Students who are members of the Holden Avenue Church of Christ in Newport; (2) Students from the Newport area; (3) Students from northeast Arkansas; (4) Students from Arkansas; and (5) Any student who has financial need.

JENNIFER HELMS ENDOWED SCHOLARSHIP FOR NURSING: Established to financially assist students majoring in nursing.

MARION ELLSWORTH AND ELIZABETH WARNER HENDRICKSON SCHOLARSHIP FUND: Established in their memory by their daughter, Ruth Utterback of Ashland, Wis., to assist nursing students.

ALPHAS E. AND DOROTHY H. HERRINGTON:

BRUCE ALAN DAVIS MEMORIAL SCHOLARSHIP: Established by the parents of Bruce Alan Davis for members of the church of Christ who plan to do full-time church work after graduation or who are children of missionaries.

SETH DECKER MEMORIAL SCHOLARSHIP FUND: Established by the class of '97 members from the Marriage and Family Therapy Program in memory of Seth Decker. Awarded to students seeking the master of science degree in marriage and family therapy.

VICKI DELL MEMORIAL MUSIC SCHOLARSHIP FUND: Established by Dr. Erle T. and Mona Moore for students in voice or piano. Apply to the chair of the department.

LANDON THOMAS DENNEY ENDOWED SCHOLARSHIP FUND: Established by Richard and Cynthia G. Denney in memory of their son, Landon Thomas Denney, to provide financial assistance to deserving students.

CARLYLE DOCKERY MEMORIAL SCHOLARSHIP: Established by Nell and Randall Owen in memory of C.C. Dockery of Pine Bluff. Preference is given to students from Pine Bluff and southeast Arkansas and descendants of Carlyle Dockery.

JOHN THOMAS ENGLAND AND HENRY HALL MEMORIAL SCHOLARSHIP FUND: Established in memory of these two men by their children, Wayne B. and Juanita England Hall, for Christian men attending Harding. Preference is given to those who are preparing to preach the Gospel.

ERNST & YOUNG ACCOUNTING SCHOLARSHIP: Established by Harding alumni employed by Ernst & Young LLP for accounting majors.

ESHEL ENDOWED SCHOLARSHIP FUND: Established for students from Georgia.

W.P. EUBANKS MEMORIAL SCHOLARSHIP-LOAN FUND: Established by E.R. Shannon of Clinton in memory of Mr. and Mrs. P. Eubanks. From this fund, both loans and scholarships are awarded.

FANNING ORPHAN FUND is for female students. One or both parents must be deceased. Scholarships range from \$800 per year and are awarded upon receipt of a formal application.

FIKE-CROPPER SCHOLARSHIP FUND: Established at the Graduate School of Bible and Religion by Don and Bonnie Fike of Jackson, Miss., to assist committed Christians who plan to preach the gospel at home or abroad.

JEFF GAMMELL ENDOWED MEMORIAL SCHOLARSHIP: Established by his father, Lamar Gammell, and friends and family in Crossett, Ark., to provide financial assistance to deserving students attending Harding for the first time. Preference is given to students who are members of the Pine Street Church of Christ in Crossett, Ark., Hazel Street Church of Christ in Pine Bluff, Ark., and Village Church of Christ in Hot Springs, Ark.

JAMES AND ARVIS GANUS MEMORIAL SCHOLARSHIP FUND: Established by the TWL Foundation of

Established by the son of Alphas E. and Dorothy H. Herrington in honor of their 50th wedding anniversary. Recipients should be from Arkansas, Louisiana or Texas with a G.P.A. of 2.5 or above.

JOSHUA MARK HICKS HONORARY ENDOWED SCHOLARSHIP FUND: Established by the family Joshua Mark Hicks to provide financial aid for those students attending Harding Graduate School of Religion.

JOHN H. AND ADA P. HINES ENDOWED SCHOLARSHIP FUND: Established in their memory by their daughter, Margaret L. Hines and their son, Paul Harding Hines. Income is used to provide financial assistance to worthy young men preparing to preach Christ.

DR. WILLIAM W. HOLLOWAY SCHOLARSHIP FUND: Established by alumni of TNT men's social club for a full-time student who is a member in good standing of TNT.

VIRGIL AND ERNESTINE JACKSON SCHOLARSHIP FUND: Established by Tom Baird, Lovera Baird, Kenneth Burress and Virginia Burress in honor of Albanian missionary Virgil Jackson Jr. Preference is given to students from Albania.

MICHAEL JOHN AND CHARLES JOHN, JR., SCHOLARSHIP FUND: Established by the Seoul Area Command Church of Christ of Seoul, Korea, to provide aid to dependents of career military people and to veterans of the armed forces who are majoring in Bible or nursing or are enrolled in the School of Biblical Studies.

ELERSON B. AND THELMA C. JONES ENDOWED SCHOLARSHIP FUND: Established to financially assist deserving students. Preference will be given to students whose parents have been serving as a preacher in a foreign country for a period of not less than two years.

J.D. JONES MEMORIAL SCHOLARSHIP FUND: Established by Lee Ann Kemp to benefit a full-time student who is a walk-on player for the football team.

REBECCA MURRIE JONES MEMORIAL SCHOLARSHIP FUND: Established to honor the memory of Rebecca. This scholarship is for women from middle income families who major or minor in journalism, nursing or family and consumer sciences and missions and maintain a GPA of at least 2.5.

HOUSTON T. KARNES ENDOWMENT SCHOLARSHIP FUND: Established by Mrs. Karnes and friends of Dr. Karnes to honor his memory by providing assistance to those selected by the dean of the Graduate School of Religion and the Scholarship Committee of the Graduate School.

DENZIL KECKLEY MEMORIAL SCHOLARSHIP FUND: Established by Mabel Dykes Keckley of Atlanta in memory of her husband.

DR. RAY KINSLOW ENDOWED SCHOLARSHIP AWARD FUND: Established by Dr. Ray Kinslow to provide financial awards to students who excel in science.

WILLIAM, LIZADA, ETHEL, AND PEARL LATHAM

MEMORIAL SCHOLARSHIP FUND: Established by Ethel and Pearl Latham to honor their parents and to provide assistance to full-time students who are preparing to preach or teach the gospel on a full-time basis after graduation.

MRS. PAULINE LAW SCHOLARSHIP FUND: Established by the will of Mrs. Pauline Law of Granite, Okla. Income is used for ministerial students selected by the university.

MAURICE AND LOIS LAWSON SCHOLARSHIP FUND: Established by Maurice and Lois Lawson to benefit students majoring in a degree program offered by the Department of Mathematics or the Department of Physical Science.

DAVIS LOVING MEMORIAL SCHOLARSHIP FUND: Established by Harry and Marilyn Loving to benefit needy students who are employed on a full- or part-time basis.

ROGER AND MARY LUALLEN MARRIAGE AND FAMILY THERAPY SCHOLARSHIP FUND: Established by Roger and Mary Luallen to benefit students who have completed at least one semester in the Marriage and Family Therapy program and who are members in good standing of the church of Christ.

CLEON AND MAXIE LYLES ENDOWED MEMORIAL SCHOLARSHIP FUND: Established by friends of the couple to honor them for their years of Christian service. The fund provides a Trustee Scholarship for a student in Bible.

EARL AND ORIA B. McCLAIN ENDOWED SCHOLARSHIP FUND: Established by Olga Sain for students enrolled full time at the Graduate School of Religion in Memphis, Tenn. Recipients must maintain a satisfactory grade point average and have a good reputation among faculty and students.

T.C. AND KATE McCOLLUM MORRIS MEMORIAL LOAN FUND: Established by friends and relatives to assist worthy students.

McCORKLE ENDOWMENT FUND: Established by J. Warren and Madalon Herren McCorkle of Dallas. Income is used to train preachers and foreign missionaries.

MABEL DEAN McDONIEL ENDOWED SCHOLARSHIP FUND: Established by the family of Mabel Dean McDoniel as a memorial. Preference is given to students from under-developed African countries.

JIM BILL AND BETTY McINTEER SCHOLARSHIP FUND: Established by friends of Jim Bill and Betty McInteer to provide scholarships to deserving students with preference to students from the Nashville, Tenn., area.

JOHN AND SCOTT McLEMORE SCHOLARSHIP FUND: Established originally by John and Barbara McLemore in memory of their son Scott, and later amended in memory of John, to provide financial assistance to a worthy student from the Ouachita Mountain region of Arkansas. Garland and surrounding counties receive first preference. Recipient should be a member of the church of

Christ and preferably a junior or senior.

C.C. McQUIDDY MEMORIAL SCHOLARSHIP FUND: Established by the family of the late C.C. McQuiddy to assist a worthy student.

CATHY McRAE MEADOWS ENDOWED SCHOLARSHIP FUND: Established by her husband, Michael Ross Meadows, on the occasion of their 20th wedding anniversary to assist young men and women.

DANA WILBURN MARTIN ENDOWED SCHOLARSHIP FUND: Established by the parents of Dana Wilburn Martin in her honor for financial assistance to female applicants majoring in computer science.

MAXIE O'DANIEL MASSIE SCHOLARSHIP FUND: Established by Hulette J. Massie at Harding Graduate School of Religion for students from Mississippi or who plan to work in Mississippi.

MAYS MISSION FOR THE HANDICAPPED: A religious, charitable, non-denominational, non-profit organization dedicated to assisting the physically and spiritually disabled. Students must document a substantial physical disability, financial need, a cumulative score of 18 on the ACT or an equivalent test; be enrolled full-time in a four-year program; and maintain a GPA of 2.3. Consideration will be given to part-time students providing documentation from a physician stating that full-time status would or could be detrimental to their health.

MISSIONARY CHILDREN'S SCHOLARSHIP: Established by Mr. and Mrs. J.C. Shewmaker for students with financial need with preference to students whose parents have served 15 years or more in the mission field.

MARKS MISSISSIPPI CHURCH OF CHRIST ENDOWED SCHOLARSHIP FOR PHYSICS: First consideration goes to junior or senior physics major with a G.P.A. of 3.0 or higher who has demonstrated involvement in a local congregation of the churches of Christ or who has been involved with mission activities. Second consideration given to sophomore physics major with a G.P.A. of 3.0 or higher. Third consideration given to junior or senior majoring in Bible with a G.P.A. of 3.0 or higher.

NANCY MEADOWS ENDOWED SCHOLARSHIP FUND: Established by Russell W. Meadows in honor of his wife, Nancy, to provide scholarships to students seeking the master of science in marriage and family therapy degree.

NONA MEADOWS SCHOLARSHIP: Established in honor of Nona Meadows by her three sons, Mike, Rusty, and Scott, for a full-time student with financial need, with preference to be given to students from El Dorado, Ark.

LOUIS WILSON MENK ENDOWED SCHOLARSHIP FUND: Established by Jack Stephens in memory of Mr. Menk who served on the Stephens Inc. Board, with preference to students from Arkansas.

HOMER AND JOYCE MONTGOMERY SCHOLARSHIP FUND: Established by Homer and Joyce Montgomery to benefit four students — a junior and senior studying

health care and a junior and senior studying business.

VALDA MONTGOMERY ENDOWED SCHOLARSHIP FUND: Established by Valda Montgomery for students majoring in elementary or secondary teacher education who have a significant financial need.

ERLE T. AND MONA MOORE VOICE SCHOLARSHIP FUND: Established by the long-time chairman of the department of music and his wife, who taught with him, to provide scholarships and underwrite activities for outstanding singers in the department of music.

MOORE, CARL, PADGIE AND CARLENE ENDOWED SCHOLARSHIP FUND: Established to provide financial assistance to deserving students. Preference will be given to applicants who are members of Northside Church of Christ and residents of Harrison, Ark.

GERALD G. AND EMMA LOU MORGAN SCHOLARSHIP FUND: Established by the Morgans' children to honor their commitment to Christian education and Harding University's mission in the furtherance and growth of God's kingdom. This scholarship is for returning students with a financial need. Recipient must maintain a satisfactory grade point average and a good reputation among faculty and students.

THE MOSBY-THOMASON SCHOLARSHIP: Established by Eddie and Pam Mosby to honor their parents, Mr. and Mrs. Edward Mosby and Mr. and Mrs. Kenneth Thomason. The Mosby scholarship is for students in the Harding School of Biblical Studies. The Thomason scholarship is for students at the Harding Graduate School of Religion who are preparing for service to the church through preaching or mission ministries.

RAYMOND L. MUNCY ENDOWED SCHOLARSHIP FUND: Established by his family in honor of his service to Harding, including 29 years as chairman of the department of history, to assist students majoring in history.

JAMES L. AND ANNA M. NEAL ENDOWED SCHOLARSHIP FUND: Established by their daughter Janis Neal Roberson to honor them for their dedication to Christian education and assist students training to preach the Gospel.

WILLIAM P. AND FRANCES B. NEAL ACCOUNTING SCHOLARSHIP FUND: Established by Mr. and Mrs. Neal of Cleveland, Miss., for qualified junior or senior accounting majors.

NORTH TEXAS SCHOLARSHIP FUND: Established by Robert O. and Jeanne Sue Isham to benefit full-time students from the northern part of Texas.

ANNABELLE OAKLEY SCHOLARSHIP FUND: Established by Allan and Cindy Stanford to benefit students who have overcome significant adversity to attain matriculation to Harding and who have demonstrated high levels of faith and perseverance.

WILLIAM H. AND AURITUS H. OLIVER PROFESSIONAL SALES SCHOLARSHIP: Established by their children to assist students majoring in professional sales.

ORPHAN SCHOLARSHIP: Students who are officially residents of a children's home receive a tuition scholarship upon approval by the President.

BOBBY JAY PARKS ENDOWED SCHOLARSHIP FUND: Established by the children of Bobby Jay Parks to honor him. Available for students who maintain a satisfactory grade point average and a good reputation among faculty and students.

CHARLES AND PEG PEARCE ENDOWED SCHOLARSHIP FUND: Established by Mr. and Mrs. J. Brent Byrd to honor the Pearces for their generosity. To benefit students who excel in leadership and diligence and demonstrate capability and financial need.

NEAL PEEBLES SCHOLARSHIP FUND: Established by the will of Neal Peebles of Searcy. Income is used for deserving students selected by the University.

MILTON H. AND SAM W. PEEBLES MEMORIAL SCHOLARSHIP FUND: Established by friends of Lt. Sam W. Peebles, Jr., a graduate of 1938, who was killed in service in 1944. Subsequently amended to honor Milton H. Peebles, an alumnus and long-time board member who died in 1981.

E.L. "BUCK" PERRY AND MARJORIE S. "BUD" PERRY SCHOLARSHIP FUND: Established by Mr. Perry in honor of his wife, Marjorie S. "Bud" Perry, to provide funds for needy students.

L.V. AND MAXINE PFEIFER SCHOLARSHIP FUND: Established by the Pfeifers to benefit a full-time student who is a member of the church of Christ and demonstrates need of assistance.

SILAS AND JEWELL PHILLIPS ENDOWED SCHOLARSHIP FUND FOR PREACHING: Established by Jewell Phillips of Pea Ridge, Ark., for students enrolled in the School of Biblical Studies who plan to preach.

CHARLES AND GERALDINE POOLE ENDOWED SCHOLARSHIP FUND: Established by their children to honor Mr. and Mrs. Poole for their lifelong service through word and song for English or music majors.

VERNON C. AND NORA T. PORTER ENDOWED SCHOLARSHIP FUND: Established by Vernon C. and Nora T. Porter. Preference given to students from the Magnolia, Ark., area; secondary preference given to applicants from Southern Arkansas.

PRE-ENGINEERING/ENGINEERING ENDOWED SCHOLARSHIP FUND: Established by Wilson and Marjorie Shope for students enrolled in pre-engineering or engineering when such a major is offered to benefit full-time students who maintain a satisfactory grade point average and have a good reputation among faculty and students.

PREMEDICAL ENDOWED SCHOLARSHIP FUND: A \$500 scholarship for full-time premedicine students with a 3.25 GPA.

DUANE E. PRIEST MEMORIAL FUND: Established by friends in memory of Duane E. Priest for premedical students.

PROFESSIONAL MEDICAL SERVICES (PRO-MED) SCHOLARSHIP: Established by the company to assist students from White and Cleburne Counties in Arkansas.

PROMISE ENDOWED SCHOLARSHIP FUND: To benefit students who have participated in the Harding Advance Program and are entering their junior or senior year. Consideration will be based on demonstration of effort, attendance, academic progress and spiritual, emotional and social development.

JAMES WILKES PUGH SCHOLARSHIP FUND: Established by the will of James Wilkes Pugh of Amarillo, Texas, for students majoring in the natural sciences and maintaining a "B" average. Priority to students who reside in the Ozark Mountains of northern Arkansas and northeastern Oklahoma.

NITA McGLOTHLIN RAMPEY ENDOWED SCHOLARSHIP FUND: Established in her memory by her husband to assist outstanding young men and women.

A. K. RAMSEY MEMORIAL SCHOLARSHIP FUND: Established in memory and honor of A. K. Ramsey for his 35 years of service as a preacher for the churches of Christ in Louisiana to provide scholarships for Bible majors. Preference is given to students from Louisiana.

WILDA RATLIFF SCHOLARSHIP FUND: Established by the estate of Wilda Ratliff to benefit students in the School of Biblical Studies who plan to preach.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND: An endowment fund whose income provides scholarship aid to deserving students.

JAMES WALTER AND VIRGINIA LOUISE REAVES SCHOLARSHIP FUND: Established by the Reaves to benefit students who are preparing to preach full time.

JULIA ANN REED ENDOWED SCHOLARSHIP FUND: Established by Dwaine and Shirley Reed in memory of their daughter. Recipients must have a grade point average of 3.0 and not exceeding 3.25.

IVAN REGIDA ENDOWED MEMORIAL SCHOLARSHIP FUND: Established in memory of Ivan Regida to provide financial assistance to seniors who are majoring in international business, are Russian nationals or descendants of Ivan Regida.

KIM RICHARDS SCHOLARSHIP FUND: Established by Mr. and Mrs. M.T. Richards in memory of their daughter for worthy students from southern Illinois or southern Florida.

WILLA MAE RICHTER MEMORIAL SCHOLARSHIP FUND: Established by Mr. and Mrs. Thomas Barr in memory of Mrs. Barr's mother to provide financial assistance to worthy students.

GEORGE M. ROBERTS MEMORIAL SCHOLARSHIP FUND: Provides financial assistance to a deserving senior who has financial need.

HERBERT AND BETTYE ROBERTSON SCHOLARSHIP FUND: For a financially deserving White County res-

ident who is achieving a satisfactory academic record.

HARVEY AND AMY ROBINS ENDOWED SCHOLARSHIP FUND: Established to financially assist full-time theatre majors.

LAWRENCE AND VERNICE RODERICK ORPHAN ENDOWED SCHOLARSHIP FUND: Established to assist deserving students with special consideration given to orphans. Awards are based on need, scholastic ability, diligence, and industriousness.

ROLLER FUNERAL HOMES ENDOWED SCHOLARSHIP FUND: Established by the Roller family of Little Rock, primarily for students from the Searcy area, but any Arkansas student may be eligible for this scholarship.

SUE ROPER ENDOWED SCHOLARSHIP FUND: Established by Sidney Roper in loving memory of his wife, Sue Roper, to provide financial assistance to deserving students.

KENNETH ROSE SCHOLARSHIP FUND: Established by the family and friends of Kenneth Rose to honor his memory for students exemplifying his qualities. Students must be entering their senior year, having completed at least three semesters at Harding.

L.O. SANDERSON MUSIC SCHOLARSHIP: Established to honor L.O. Sanderson and to assist upper-class music majors who have a 3.0 GPA, have financial need, and are actively involved in vocal church music.

JEANETTE POMIER SCHUMACHER AND SUZANNE POMIER STARK MEMORIAL SCHOLARSHIP FUND: Established to provide scholarships to nursing majors with the greatest need.

ANN RICHMOND SEWELL AND EDWARD G. SEWELL ENDOWED SCHOLARSHIP FUND: Established by Mrs. Edith H. Richmond, mother of Ann Sewell, to honor to Sewells for their many years of service on the faculty at Harding. Awards are made on the basis of need, scholarship and capability.

ROBERT ELMER AND IONA LENORE SHACKELFORD BIBLE SCHOLARSHIP FUND: Established by their son, Dr. Don Shackelford, to honor their memory and assist students majoring in Bible, Biblical languages, or missions.

DEWEY SHIRLEY SCHOLARSHIP FUND: Established by the family of Mr. Shirley to provide scholarship aid to junior or senior students majoring in Bible.

MR. AND MRS. FORREST SHMIDL SCHOLARSHIP FUND: Established for full-time students majoring in Bible, Biblical languages or religious education.

DR. CATHLEEN SHULTZ SCHOLARSHIP FUND: Established by her husband, Dr. Sam L. Shultz, for students majoring in nursing.

RUSSELL L. AND MYRTLE SIMMONS MEMORIAL SCHOLARSHIP FUND: Established by Mrs. Russell L. Simmons, friends, and associates to provide scholarship grants to junior or senior journalism majors.

JIMMY AND DONNA SMITH ENDOWED SCHOLARSHIP FUND: Established by Donna Smith and her son, Steve, both of Clinton, Ark., in honor of the late Jimmy Smith. Provides scholarships for students from Van Buren County, Ark.

STEPHEN W. SMOOT MEMORIAL SCHOLARSHIP FUND: Established by Mr. and Mrs. Ralph Smoot to honor the memory of Stephen W. Smoot and to assist primarily junior and senior nursing majors who are dedicated to mission work.

SOUTHERN CALIFORNIA ENDOWED SCHOLARSHIP FUND: Established by Michael and Rita Osbourne for full-time students from Southern California. Applicants must maintain a satisfactory grade point average and have a good reputation among faculty and students.

G. ERWIN AND MAUDE ANSEL STAUFFER SCHOLARSHIP FUND: Established by Maude Ansel Stauffer of Athens, Ohio, for students majoring in Bible, missions, or education, or one who is an orphan or from a family serving as missionaries in a foreign country.

A.J. AND ETHEL PUMPHREYS STEPHENS SCHOLARSHIP FUND: Provides scholarships of \$750 each to four Stephens Scholars annually.

ALVIN O. STEVENS MEMORIAL SCHOLARSHIP FUND: Established for full-time juniors or seniors majoring in Bible-related fields, with preference given to those intending to be full-time foreign missionaries or chaplains.

RALPH STIRMAN SCHOLARSHIP: Established by friends and relatives of Ralph Stirman, a member of the Class of '42.

WILLIAM E. STOKES SR. ENDOWED SCHOLARSHIP FUND: Established by family and friends of William E. Stokes Sr. to provide financial assistance to deserving students. Preference will be given to students who are members of the Airline Drive Church of Christ, residents of the Boosier City or Shreveport, La., areas or descendants of William E. Stokes.

EVERT STROUD AND LOUISE STROUD TUCKER NURSING SCHOLARSHIP FUND: Established by Louise Stroud Tucker to provide scholarships for students in the College of Nursing who show financial need.

H.J. AND MARY FLORA SUDBURY MEMORIAL WORLD EVANGELISM SCHOLARSHIP: Established by H.J. Sudbury and his sons in memory of his wife for deserving students involved in world evangelism.

SUN VALLEY CHURCH OF CHRIST SCHOLARSHIP FUND: Established by the Sun Valley Church of Christ in Houston to benefit students enrolled in the School of Biblical Studies or the College of Bible and Religion.

JENNILLE CHALENBURG SUTTON MEMORIAL SCHOLARSHIP FUND: Established to assist students who plan to pursue careers in biomedical, nursing, and allied health fields.

JOSEPH H. AND JENNILLE CHALENBURG SUT-

TON MEMORIAL SCHOLARSHIP FUND: Established by his wife, Jennille Chalenburg Sutton, for students majoring in Bible and religion, Biblical languages, missions, religious education, youth ministry, and vocational ministry.

BURL AND DORA TATE ENDOWED SCHOLARSHIP FUND: Established by Burl and Dora Tate to provide scholarships to full-time students with financial need, with preference given to students from Arkansas. Awards are based on financial need, scholastic ability, diligence, industriousness, and potential for service to the church.

WILMA M. ULREY COMMUNICATION SCHOLARSHIP: Established from the estate of the late Wilma M. Ulrey by her brothers and sisters in her memory. Awarded to juniors majoring in the Department of Communication.

LUCY A. WALLING SCHOLARSHIP: Established by Mrs. Walling's will for students majoring in the department of communication. Students with demonstrated financial need are given preference.

SAM M. WALTON MEMORIAL ENDOWED SCHOLARSHIP: Established by the Paul Carter family in memory of Mr. Walton. Awards based on scholarship, capability, and reputation, with special consideration given to students from other countries.

THE WALTON SCHOLARSHIP PROGRAM: Established by Sam and Helen Walton of Bentonville, Ark., to provide full scholarships to students from Central America.

GRACE WELLS SCHOLARSHIP FUND: Created by Grace G. Wells of Berkeley, Calif., a student at Galloway College, for deserving women.

VELMA RUTH WEST SCHOLARSHIP FUND: Established by Dr. W.B. West, Jr., and friends, to honor the memory of Mrs. West for students showing unusual proficiency in Greek.

LANNY G. WILDMAN MEMORIAL FUND: Established by the Shennan R. Wildman family of Moro, Ill., in memory of their son, Lanny, to assist a Bible major.

BILL WILLIAMS ENDOWED SCHOLARSHIP FUND FOR FRESHMEN: Established in honor of the Professor Emeritus and former chairman of chemistry in order to provide financial assistance to incoming freshmen majoring in chemistry or biochemistry. Apply through the Department of Physical Science.

BILL WILLIAMS ENDOWED SCHOLARSHIP FUND FOR SOPHOMORES: Established to honor Dr. Bill Williams by Mr. and Mrs. Mike White. Applicant should be a sophomore with a minimum G.P.A. of 2.0 with a chemistry or biochemistry major.

WITT FAMILY SCHOLARSHIP FUND: Established by Willis and Lois Witt of Houston for deserving students.

DOROTHY S. WRIGHT SCHOLARSHIP FUND: Created by Drs. Brian Alexander and Daniel Sears to honor Dr. Wright and to provide financial assistance for French or modern foreign language majors.

WYNNE SCHOLARSHIP FUND: Provides up to one-half

tuition and fees, room and board to needy students who live within a 25-mile radius of Wynne, Ark.

TIMOTHY E. YATES MEMORIAL SCHOLARSHIP FUND: For juniors and seniors majoring in math, computer science, biological science, or physical science with a GPA of 3.4 in their major and a cumulative GPA of 3.2.

LOAN FUNDS

Loan Funds are established for the specific purpose of providing financial aid to qualified students. Recipients are determined by the loan fund agreement through administrative personnel. In most cases these are short-term loans which are to be repaid during the semester they are awarded.

SAMUEL ARRINGTON LOAN FUND: Established by Gervis J. Arrington of Stephens in memory of his grandfather.

NEW LEAD BELT LOAN FUND: Established by Christians at Viburnum, Mo. Provides loans up to \$300.

DR. GEORGE S. BENSON STUDENT LOAN FUND: Established by the faculty in honor of Dr. Benson's election as Arkansan of 1953. Provides short-term loans to undergraduate students.

CHARLES BRADLEY MEMORIAL LOAN FUND: Established in memory of C.L. Bradley of Searcy.

PHYLLIS COOKE MEMORIAL LOAN FUND: Established by James R. Cooke in memory of his wife for needy family and consumer science majors, preferably majors in dietetics.

CHUCK DEAN MEMORIAL LOAN FUND: Established by the family of Mr. Dean for worthy students.

DURRINGTON LOAN FUND: Established by Victor Durrington for individuals who plan to work as church education directors.

MR. AND MRS. JIM G. FERGUSON STUDENT LOAN FUND: For needy students who have done satisfactory work for at least one semester. The maximum loan is \$150 per semester and \$400 per student.

JAMES FERNANDEZ LOAN FUND: Established by Mr. Fernandez. Applicants must be enrolled in the Graduate School of Religion, the School of Biblical Studies, or the undergraduate program majoring in Bible, Biblical languages or missions.

MRS. MILDRED J. FERRELL LOAN FUND: Established by family and friends to provide assistance to worthy students.

W.C. FRANCE STUDENT LOAN FUND: Established by Mrs. W.C. France to help needy students attend Harding. This loan must be repaid beginning at the time the baccalaureate degree is completed or the student ceases to be a student. A small amount of interest is charged.

C.L. GANUS LOAN FUND: Established by C.L. Ganus,

Sr., of New Orleans, La., for deserving students who could not otherwise attend college.

CHARLES KENNETH AND MARIE SCHELL HAMMON LOAN FUND: Established by Mrs. Charles Kenneth Hammon for juniors and seniors to borrow funds for school expenses and to repay the loan after graduation.

HARDING UNIVERSITY LOAN FUND NUMBER 10: Established anonymously by a friend to help worthy students.

LAWRENCE G. HAYS LOAN FUND: Established to assist young men majoring in Bible or missions.

ARTHUR E. HILLMAN BUSINESS STUDENT LOAN FUND: Established by Arthur E. Hillman of Honolulu, Hawaii, for business students recommended by the dean of the School of Business.

MARY B. JACK PREACHER'S LOAN FUND: Established for young men preparing to preach the gospel.

MR. AND MRS. LEMAN JOHNSON STUDENT LOAN FUND: Established by Mr. and Mrs. Leman Johnson of Wenatchee, Wash., for Bible majors.

ABNER K. AND RUTH J. JUNKIN STUDENT LOAN FUND: Established to assist deserving students in payment of tuition and fees, books, room, and board. Short-term and long-term loans are available.

H.R. KENDALL LOAN FUND: Provided by H.R. Kendall of Chicago for students majoring in Bible and religion.

KLJK LOAN FUND: Established by Mr. and Mrs. Kelly Kemp. Consideration given to a student from Albania, to a foreign student, or to a child of parents in the mission fields of Togo, Africa or Moscow, Russia, respectively. The student should also have attended the Katy church of Christ in Katy, Texas.

HOWARD NOLAN LEMMONS MEMORIAL LOAN FUND: Established in memory of Howard Lemmons.

MRS. CECILE B. LEWIS MEMORIAL LOAN FUND: A revolving loan fund providing short-term loans to deserving students.

W.P. AND BULAH LUSE OPPORTUNITY TRUST FUND: Established by Mr. and Mrs. W.P. Luse of Dallas for pre-engineering students.

MONTGOMERY-SUMMIT MEMORIAL FUND: Established by colleagues of the Education Department and other friends of Dr. Clyde R. Montgomery and Dr. W.K. Summitt.

NEW ORLEANS ALUMNI ASSOCIATION LOAN FUND: Established to assist needy students from Louisiana.

DELLA NICHOLAS LOAN FUND: Established by the will of Della Nicholas of Huntington, W.Va., for undergraduate ministerial students.

HAROLD D. PORTER STUDENT LOAN FUND: Provides aid to a worthy student reared in a Christian orphan home.

VERNON C. AND NORA T. PORTER LOAN FUND:

Established by their children to assist needy juniors and seniors with majors other than Bible or missions, with preference given to married students.

CATHERINE W. RIGGS STUDENT LOAN FUND: Established by Catherine W. Riggs. Loans shall be disbursed by the administrator based on evaluation of the student's needs. While the borrower is in school no principal or interest shall be due, but the first payment of interest and principal shall begin at the end of the sixth month after graduation or withdrawal from school.

SIDNEY RUBY MEMORIAL LOAN FUND: Established by his wife and children.

MR. AND MRS. JESSE P. SEWELL LOAN FUND: Available to worthy ministerial students who have attended Harding at least one semester.

CARL AND CECIL SHORES MEMORIAL STUDENT LOAN FUND: Established by the family of Carl and Cecil Shores of Cave Springs, Ark.

WILLIAM WAYNE SMITH, MARJORIE HARDEN, AND HERMAN K. SMITH MEMORIAL LOAN FUND FOR NURSING: Provides loans for deserving students in nursing with priority given to those planning careers in research.

WITT STEPHENS MEMORIAL STUDENT LOAN FUND: For Arkansas students who have need.

STERLING STORES, INC., STUDENT LOAN FUND: Available to deserving students who have attended Harding at least one semester.

VAN STEWART MEMORIAL LOAN FUND: Established by students from Harding who worked with Van during the summer of 1973.

STUDENT AID LOAN FUND: Provides help to worthy students.

STUDENT MISSIONARY LOAN/GRANT FUND FOR SINGLE WOMEN: Established by Mr. and Mrs. James S. McDonald of Doctor's Inlet, Fla., to assist single women students at Harding planning to do mission work upon graduation. Loans are made to seniors and are forgiven if two years are spent in mission work. Apply to the dean of the College of Bible and Religion.

W.K. SUMMITT MEMORIAL FUND: Established by friends of Dr. W.K. Summitt, who had given 30 years of service to Harding at the time of his death in 1965.

ILA TULLOSS MEMORIAL LOAN FUND: Established by friends of Mrs. Tulloss, who enjoyed working with college students.

MR. AND MRS. LEE C. UNDERWOOD LOAN FUND: Established by Dr. and Mrs. John Gill Underwood to assist deserving students with preference given to students from northwest Louisiana.

CURTIS WALKER MEMORIAL LOAN FUND: Established in memory of Curtis Walker, plant manager of the Searcy Sperry-Remington Industrial Corporation at the

time of his death, by employees.

ANITA WELLS LOAN FUND: Established by Anita Wells of California to provide assistance to deserving students.

ENDOWMENT FUNDS

Endowment Funds are those for which donors have stipulated that the principal of the fund is to remain inviolate in perpetuity and is to be invested for the purpose of producing income. The income may be expended only for the purpose specified by the donor.

AMERICAN FOUNDERS ENDOWMENT: Established by the founders of the American Founders Insurance Company. Income is used for the general operation of the University.

J.N. AND WOODSON HARDING ARMSTRONG MEMORIAL ENDOWMENT FUND: Established by Gertrude Paine Deese, niece of the Armstrongs, in their memory and honor. Income is used for the general operation of the University.

JONATHAN EDWARD BEDWELL MEMORIAL ENDOWMENT FUND: Established by family and friends of Jonathan Edward Bedwell, a student at Harding at the time of his death. Income is used for the general operation of the University.

CLARK DAVID BELDEN ENDOWMENT FUND: Established by Lomanco, Inc. of Jacksonville, Ark., in memory of its founder, Clark David Belden. Income endows the Center for Private Enterprise Education.

MURRAY AND FLOY BILLINGSLEY ENDOWMENT FUND: Established by Murray Billingsley to fund disbursements for Bible faculty to travel and study in the Holy Lands.

RANDALL B. AND MARY BALES BRANNON ENDOWMENT FUND: Established by the family in memory of Randall B. Brannon and in honor of Mary Bales Brannon. Income is used for the general operation of the University.

KENNETH DAVIS, JR. ENDOWMENT FUND: Established by friends of the long-time director of the A Cappella Chorus and chairman of the department of music. Income is used for special needs of the Department of Music.

FACULTY SALARY ENDOWMENT FUND: Established by gifts from the Reader's Digest. Income is applied to faculty salaries.

FORD FOUNDATION ENDOWMENT: Established by the Ford Foundation in 1956. Income is used for the general operation of the University.

JULIA BELUE GAMMILL MEMORIAL ENDOWMENT FUND: Established by family and friends in memory of Julia Belue Gammill. Income is used for the general operation of the University.

HARRY R. KENDALL FUND: Established by Harry R. Kendall in 1958 through a gift of stock. Income is divided between the American Studies Institute and faculty salaries.

PEARL G. AND ANNA LEWIS MEMORIAL ENDOWMENT FUND: Established in memory of W.C. and Anna Lewis. Income is used for the Harding Graduate School of Religion Library.

F.D. AND MATTIE McNUTT ENDOWED FUND: Established by the family to honor their memory. Income is used to purchase equipment for the department of physical science.

MARGARET PLUMMER RESEARCH ENDOWMENT FUND: Established by friends and family of Margaret Plummer and faculty in the Biology Department to provide funding for student research projects in biology.

SUZANNE F. SPURRIER LIBRARY SPECIAL PROJECTS ENDOWMENT FUND: Established by the estate of Suzanne Spurrier to fund special projects, especially those unforeseen in the budgeting process, for Brackett Library.

STEPHENS CENTER FOR COMMUNITY DEVELOPMENT ENDOWMENT FUND: Established by Jack Stephens in conjunction with the American Studies Institute to fund a college scholarship program for students from the 17 delta counties of Arkansas.

LAMBERT WALLACE ENDOWMENT FUND: Established in memory of Lambert Wallace. Income is used for the general operation of the University.

NINA GRAYSON WARNOCK ENDOWMENT FUND: Established by her daughter and three granddaughters in memory of Nina Grayson Warnock, a former member of the Harding University Board of Trustees. Income is used for the general operation of the University.

W.B. WEST, JR., LECTURE ENDOWMENT FUND: Established in honor of W.B. West, Jr. Income is used to endow the annual Harding Graduate School of Religion Lectureship program.

DR. THOMAS C. WHITFIELD SR. AND KATHLEEN WHITFIELD MEMORIAL FUND: Established by Dr. Thomas C. Whitfield Jr. and Dr. Jeff David Whitfield to provide operating funds for the School of Education.

HELEN H. WILSON ENDOWMENT FUND: Established by Helen H. Wilson of Searcy. Income is used for the general operation of the University.

ENDOWED CHAIR

ROBERT ROY AND CALLIE MAE COONS CHAIR OF BIOMEDICAL SCIENCE: Established by Irma Coons Terpenning in honor of her parents, former professors and department heads at Harding. The chair provides the salary and expenses for one faculty member in the allied health sciences area, making funds available for personal library acquisitions, research, professional development and teaching aids.

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University Calendar 2001-2002

FALL SEMESTER — 2001

New student arrival date	Aug. 16
President's Dinner for Faculty	Aug. 16
Student IMPACT	Aug. 16-20
Faculty Conference	Aug. 17
Registration for all students	Aug. 20
Classes begin on regular schedule	8 a.m., Aug. 21
Final date for enrolling for fall semester	Sept. 4
PRAXIS I and II Tests	Sept. 22
Lectureship.....	Sept. 30-Oct. 3
English Proficiency Exam	3 p.m., Oct. 2
Homecoming	Nov. 1-3
English Proficiency Exam.....	3 p.m., Nov. 7
Graduate Record Examination (Subject Exam Only)	Nov. 10
PRAXIS I and II Tests	Nov. 17
Thanksgiving Recess.....	5 p.m., Nov. 16 to 8 a.m., Nov. 26
Dead Week.....	Dec. 4-7
Final Examinations	Dec. 10-14
Graduation Exercises	10 a.m., Dec. 15
Christmas Recess.....	12 noon, Dec. 16 to 8 a.m., Jan. 9, 2002

SPRING SEMESTER — 2002

Registration for all students	9 a.m.-6 p.m., Jan. 8
Classes begin on regular schedule.....	8 a.m., Jan. 9
PRAXIS I and II Tests	Jan. 12
Final date for enrolling for spring semester	Jan. 22
English Proficiency Exam	3 p.m., Feb. 12
PRAXIS I and II Tests	March 9
Spring Recess	March 10-16
Youth Forum and Spring Sing	March 28-30
English Proficiency Exam	3 p.m., April 3
PRAXIS I and II Tests	April 20
Dead Week.....	April 30-May 3
Final Examinations	May 6-10
Graduation Exercises	10 a.m., May 11

INTERSESSION — 2002

Registration, Intersession	May 13
Classes begin, Intersession	8 a.m., May 13
Final Exams, Intersession.....	May 28

SUMMER SESSION — 2002

Extended Session	May 14-July 26
Eight-week Session.....	June 3-July 26
Registration, First Session.....	June 3
Classes begin, First Session	7:30 a.m., June 3
English Proficiency Exam	3 p.m., June 11
PRAXIS I and II, PPST Tests	June 15
Final Examinations, First Session	June 28
Registration, Second Session	July 1
Classes begin, Second Session	8 a.m., July 1
English Proficiency Exam	3 p.m., July 10
Final Examinations, Second Session	July 26
Graduation Exercises	10 a.m., July 27

Tentative University Calendar 2002-2003

FALL SEMESTER — 2002

New student arrival date	Aug. 15
President's Dinner for Faculty	Aug. 15
Faculty Conference	Aug. 16
Student IMPACT	Aug. 15-19
Registration for all students	Aug. 19
Classes begin on regular schedule	8 a.m., Aug. 20
Thanksgiving Recess	Nov. 24-Dec. 1
Dead Week	Dec. 3-6
Final Examinations	Dec. 9-13
Graduation Exercises	10 a.m., Dec. 14
Christmas Recess	12 noon, Dec. 14 to 8 a.m., Jan. 8, 2003

SPRING SEMESTER — 2003

Registration for all students	9 a.m.-6 p.m., Jan. 7
Classes begin on regular schedule	8 a.m., Jan. 8
Final date for enrolling for spring semester	Jan. 20
Spring Recess	March 16-22
Youth Forum and Spring Sing	April 17-19
Dead Week	April 29-May 2
Final Examinations	May 5-9
Graduation Exercises	10 a.m., May 10

SUMMER SESSION — 2003

Intersession	May 12-27
Registration, First Session	June 2
Classes begin, First Session	7:30 a.m., June 2
Final Examinations, First Session	June 27
Registration, Second Session	June 30
Classes begin, Second Session	7:30 a.m., June 30
Final Examinations, Second Session	July 25
Graduation Exercises	10 a.m., July 26

