

1989

# Harding University Course Catalog 1989-1990

Harding University

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89-90

# HARDING



Edwina Pace  
HU Box 920

**FALL SEMESTER — 1989**

President's Reception for Faculty	Aug. 17
CLEP Tests (except English Composition & Essay)	7:30 a.m., Aug. 17
Faculty Conference at Camp Tahkodah	Aug. 18
ACT Test (Residual) (required if ACT or SAT has not been taken)	1:00 p.m., Aug. 18
Student IMPACT	Aug. 19-22
Registration for all students	Aug. 21-22
Classes begin on regular schedule	8:00 a.m., Aug. 23
Final date for enrolling for fall semester	Sept. 11
CLEP Tests (except English Composition & Essay)	7:30 a.m., Sept. 14
Final date for application for degree on Dec. 16	Sept. 15
Lectureship	Oct. 1-4
English Proficiency Exam	3:30 p.m., Oct. 9
Pre-Professional Skills Test	Oct. 14
CLEP Tests (English Composition & Essay)	7:45 a.m., Oct. 19
Graduate Management Admissions Test	8:00 a.m., Oct. 21
National Teachers Examination (Core Battery)	Oct. 28
Alumni Day and Homecoming	Oct. 26-28
National Teachers Examination (Specialty Area)	Nov. 11
English Proficiency Exam	3:30 p.m., Nov. 13
Thanksgiving recess	5:00 p.m., Nov. 17 to 8:00 a.m., Nov. 27
Dead week	Dec. 6-11
Final examinations	Dec. 12-15
Graduation exercises	10:00 a.m., Dec. 16
Christmas recess	12:00 noon, Dec. 16, to 8:00 a.m., Jan. 8, 1990

**SPRING SEMESTER — 1990**

Registration for all students	9:00 a.m.-4:00 p.m., Jan. 8-9
Classes begin on regular schedule	8:00 a.m., Jan. 10
CLEP Tests (English Composition & Essay)	7:30 a.m., Jan. 18
Graduate Management Admissions Test	8:00 a.m., Jan. 27
Final date for enrolling for spring semester	Jan. 29
Final date for application for degree on May 12	Feb. 2
English Proficiency Exam	3:30 p.m., Feb. 12
National Teachers Examination (Core Battery)	March 3
Spring recess	5:00 p.m., March 9 to 8:00 a.m., March 19
National Teachers Examination (Specialty Area)	March 24
English Proficiency Exam	3:30 p.m., April 9
Youth Forum and Spring Sing	April 13-14
CLEP Tests (National Only) (English Composition & Essay)	April 19
Dead week	May 2-4
Final examinations	May 7-11
Graduation exercises	10:00 a.m., May 12

**SUMMER TERM — 1990**

Intersession	May 14-30
Registration for all students	June 11
Classes begin, First Session	7:30 a.m., June 12
English Proficiency Exam	3:30 p.m., June 11
CLEP Tests (Institutional) (English Composition & Essay)	June 14
Final date for enrolling for First Session	June 18
National Teachers Examination (Core Battery)	June 23
Final examinations, First Session	July 13
National Teachers Examination (Specialty Area)	July 14
Classes begin, Second Session	7:30 a.m., July 16
Final date for application for degree on August 17	July 17
Final date for enrolling for Second Session	July 23
Summer's End Session	July 30-Aug. 15
Final examinations, Second Session	Aug. 16-17
Graduation exercises	10:00 a.m., Aug. 17

(English Composition & Essay given only at First Early Orientation Session)

# Undergraduate and Graduate Course Listings



## An Invitation

Harding began as a senior institution of higher education in 1924. As we begin our 66th year, we remain dedicated to the task of integrating faith into all aspects of learning and living. Our unique mission is to prepare preachers, doctors, lawyers, educators, nurses and businessmen . . . to compete and excel in their chosen fields and to instill within each student a deep and abiding faith in God.

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 8-12 and 1-5 Monday through Friday. Admissions advisors are available on weekends by appointment.

*David B. Bunk*

President

**Harding University**  
 Searcy, Arkansas 72143  
 Telephone: 501/279-4000  
 1-800-643-3792  
 (AR only) 1-800-632-4751

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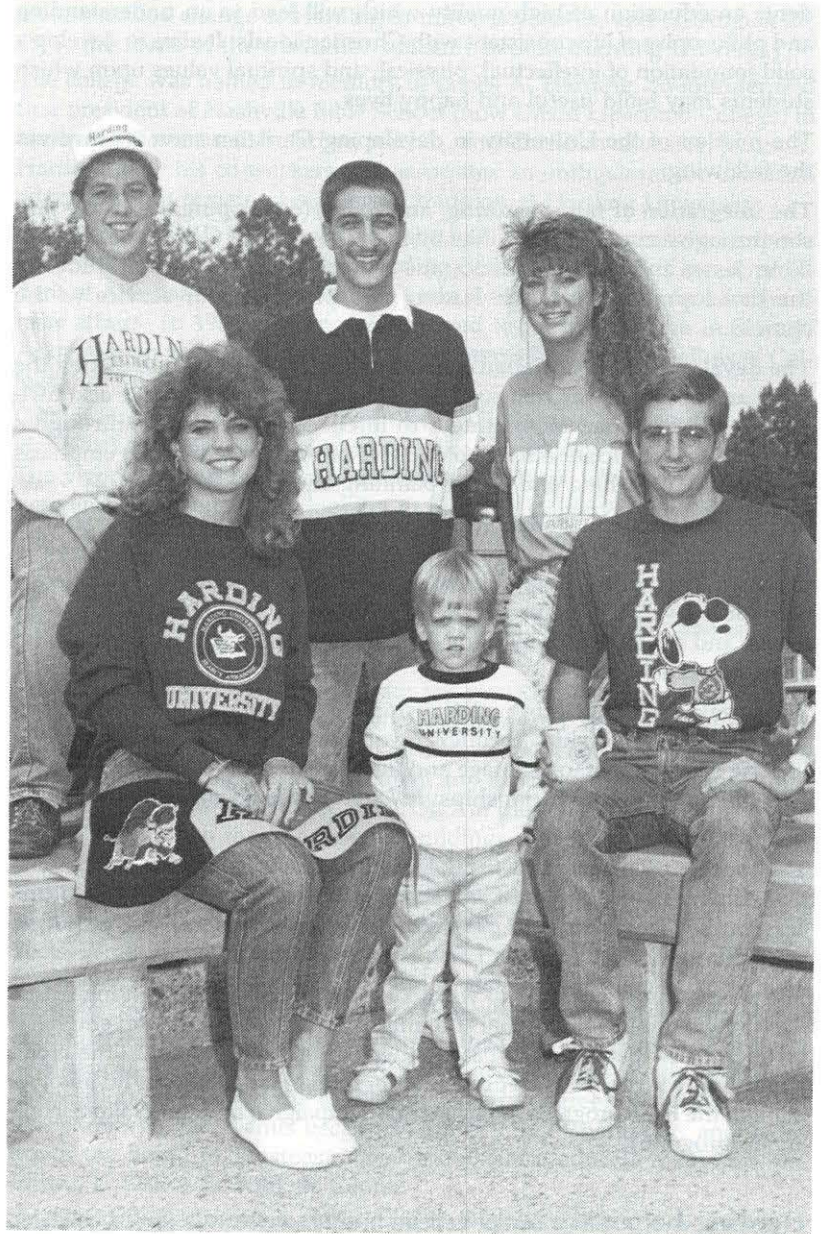
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## HARDING UNIVERSITY IS A CHRISTIAN INSTITUTION

of higher education composed of the College of Arts and Sciences; College of Bible and Religion; Schools of Business, Education, and Nursing; graduate programs in education and accounting, and, located in Memphis, Tennessee, the Graduate School of Religion. Its purpose is to give students an education of high quality which will lead to an understanding and philosophy of life consistent with Christian ideals. It aims to develop a solid foundation of intellectual, physical, and spiritual values upon which students may build useful and happy lives.

The mission of the University in developing Christian servants involves the following:

**The integration of faith, learning, and living** (developing the whole person through a commitment to the Bible as the word of God; in academics; Bible classes and chapel; athletics; the concept of ministry for all students; the development of church leaders and preachers for service to the church).

**The development of Christian scholarship in every field** (stimulating the mind and soul in a way that stresses dependence on God, while acknowledging the Christian commitment to intellectual excellence; through a strong liberal arts foundation and effective professional training; emphasis on classroom teaching and career planning and placement).

**The promotion of Christian ethics and conduct** (creating an atmosphere for learning and self-expression that emphasizes integrity and purity of thought; through the liberty found in doing right within the rules necessary for a diverse community; the prohibition of alcohol, tobacco, illegal drugs, and sexual immorality; the development of fiscal responsibility and good stewardship).

**The development of lasting relationships** (fostering spiritual, intellectual, and personal fellowship; through involvement in Christian ministry; a lifelong commitment to marriage and the Christian family; student-faculty and student-student relationships; *in loco parentis*; co-curricular activities; intramural athletics).

**The promotion of physical fitness and health** (realizing that the body is the temple of the Holy Spirit and that lifetime exercise contributes to success and wellness; through physical education classes; athletic activities; counseling).

**The promotion of citizenship within a global perspective** (seeking Christian understanding of national and international life; through an emphasis on liberty and justice, and a basic understanding of economics; the broad application of creative entrepreneurship; foreign language study; involvement in the HUF program, international campaigns, and the Walton scholarship program).

**Harding began** as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their facilities

and adopted the new name of Harding College, and located on the campus of Arkansas Christian in Morrilton, Arkansas. Harper had been founded in 1915 in Harper, Kansas, and Arkansas Christian had been chartered in 1919.

After a study begun in May 1978, the Board of Trustees approved the recommended change of Harding to university status, and on August 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 College) in Nashville, Tennessee. Preacher, teacher, and Christian educator, James A. Harding gave his co-workers and associates 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, Arkansas, 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 multi-million-dollar campus, regional accreditation, a strong faculty, and a continually growing student body. Dr. Benson still makes his home in Searcy and is active in many pursuits.

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, Tennessee, the Graduate School of Religion experienced significant growth, received accreditation by the Southern Association, and added the Doctor of Ministry degree to its program. At 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 president on May 10, 1987, and was inaugurated as the fourth president on September 18, 1987. A 1965 graduate, he

has been a member of the faculty since 1967, and has served as Dean of the School of Business. Dr. Burks, a Professor of Business and Director of the American Studies Program, received the Distinguished Teacher Award in 1974 and 1986. A CPA and consultant, he has written *The Christian Alternative for Business* and *Strategic Management Simulation*, both of which are used as textbooks at Harding. He began the course in Christian Business Ethics, a requirement for all business majors. He has a doctorate in Administration of Higher Education from Florida State University.

**Harding's home community**, Searcy, Arkansas, a city of 14,081 persons according to the 1980 official census, is the seat of White County. Founded in 1837, Searcy enjoyed a gradual growth as 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, Tennessee, 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 is served by bus and has a small airport.

The proximity of Little Rock and Memphis gives Searcians access to the advantages of a metropolitan area without sacrificing the special charms of small-town living. Both faculty and students enjoy the cultural and entertainment offerings of the two cities. Searcy itself has recreation facilities of all types, and Greer's Ferry Lake to the north of the city is famous across the country for its fishing and other 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, with many Searcians serving Harding in a variety of ways and with the University's contributing significantly to the civic, cultural, economic, educational, recreational, and spiritual well-being of the city.

**Accreditation** is the measure of a University's adherence to the professional standards of the nation's academic community. Harding is accredited by the North Central Association of Colleges and Secondary Schools (1954).

Its undergraduate teacher education program for preparing elementary, special education, and secondary teachers is accredited by the National Council for Accreditation of Teacher Education (1961). Its undergraduate program in social work is accredited by the Council on Social Work Education (1978). Its undergraduate program in nursing is accredited by the National League for Nursing (1989). The undergraduate program in music is accredited by the National Association of Schools of Music (1983).

Harding is also a member of the American Council on Education, the American Association of Colleges for Teacher Education, the College Entrance Examination Board, and the National Commission on Accrediting (not an accrediting agency). It is also approved for the training of vocational home economics teachers. Harding's graduates are admitted to the leading graduate and professional schools. The University also has strong pre-professional programs in the medical sciences, engineering, law, social service, and other professional fields. Alumnae are admitted to membership in the American Association of University Women.

**Campus buildings** are compactly and attractively located within a few blocks of downtown Searcy. Additional campus property, consisting of farm land, lies southeast of the campus. The 46 buildings with their equipment and educational facilities, valued at more than \$45.5 million, provide an efficient and well-furnished educational plant.

The following are the major structures:

**OLEN HENDRIX HALL (1926, 1975):** Through the years this three-story structure has been one of the most useful on campus. It originally was the administrative center and classroom building, then was used until 1967 as headquarters for the natural science division. It is one of the two buildings still standing which were part of the campus when Harding moved to Searcy in 1934. During the 1974-75 school year it was renovated to provide facilities for the School of Nursing and the Department of Home Economics.

**STUDENT SERVICES BUILDING (1940, 1974):** Harding acquired this former medical clinic in 1963 and converted it into classrooms, offices, and the Student Health Service. Extensive remodeling provided facilities for the Counseling Center, laboratories and seminar rooms for psychology, sociology, and social work.

RHODES MEMORIAL FIELD HOUSE (1949): The gymnasium has 1990 basketball courts, equipment rooms, showers, and other facilities for sports and physical education. The seating capacity for intramural basketball is 2,500.

BEAUMONT MEMORIAL LIBRARY (1950, 1957, 1971): This building is undergoing extensive renovation during 1989-90. More than one-third of the most used volumes will be temporarily housed in the Administration Auditorium in the heart of the campus, with limited space for seating about 145. Two-thirds of the collection will be located in closed stacks in a storage facility, with books retrieved upon request. The newly renovated building should be available again in August, 1990.

GANUS BUILDING (1951, 1973): Constructed originally as a Student Center for 650 students, this building was remodeled into an office and classroom building. The Communication Department and Department of Foreign Languages and International Studies are housed in this building. Its facilities include four classrooms, the Speech and Hearing Clinic, a computer graphics laboratory, television editing and control rooms, thirteen faculty offices, and photographic developing and printing facilities. It was named for C. L. Ganus, Sr., for many years chairman of the Board of Trustees.

ADMINISTRATION BUILDING (1952): This three-story building with its imposing columns and pediment occupies the central location on campus and serves as the hub of much activity. It contains administrative offices, an auditorium seating 1,250, faculty offices, three classrooms, and certain facilities of the Communication Department, including the Little Theatre and drama storerooms and workshops. The Administration Building also houses the University's Information Center which supports both data and voice communication networks. The central computer facilities utilize DEC VAX and MicroVAX computers to support the administrative data base, the library, and word processing and printing functions. Terminals and microcomputers in various buildings on campus connect to these support facilities via an Ethernet local area network. The heart of the voice network is a Northern Telecom SL1-XT digital PBX which provides telephone service and voice mail capability to all administrative offices and more than 1150 dormitory rooms.

CLAUD ROGERS LEE MUSIC CENTER (1952, 1966, 1969): Facilities for Harding's choral and instrumental programs and individual practice rooms are located in this building. The Recording Studio, one of the finest in Arkansas, is used in taping the weekly radio program by the A Cappella Chorus as well as in recording for other groups.

SEWELL HALL (1953): The two-story building contains seven apartments for faculty members.

W.R. COE AMERICAN STUDIES BUILDING (1953): This three-story classroom building houses the Graduate Program, the School of Education, and the departments of English and history and social science, and the College of Bible and Religion.

BIBLE BUILDING (1960, 1974): This two-story building whose capacity was doubled by a major addition, contains the College of Bible and Religion, the Center for World Evangelism, a television studio, and ten classrooms. It also houses the School of Biblical Studies. In its basement are administrative offices.

ALUMNI FIELD (1963, 1971): Alumni Field is the home of the intercollegiate football field, an eight-lane track, and an equipment building. Seating capacity is 4,000 persons.

JOHN MABEE AMERICAN HERITAGE CENTER (1965): Designed as a continuing education complex with auditorium, cafeteria, and hotel-style rooms to accommodate 150 people, this modern structure provides ideal facilities for various seminars, workshops, and conventions. Also housed in the building are the President's Office and Alumni, Admissions, Financial Services, Vice President for Educational Services, Career and Placement, and University Relations Offices. A large lounge area is used as a study area. The hotel area, designed for use of alumni and other guests, is currently being used as a men's residence hall.

SCIENCE BUILDING (1967, 1984): This building includes facilities for biology, chemistry, physics, and mathematics. One wing of the building is the R. T. Clark Research Center, which houses performance physiology laboratories for the research program in the life sciences. A recent addition to the Science Building includes three lecture rooms, two biology laboratories, a mathematics learning laboratory, a science education laboratory, a 42-station computer science laboratory and five faculty offices. The classrooms and laboratories are equipped with the most up-to-date equipment.

MILDRED TAYLOR STEVENS MEMORIAL ART CENTER (1969): This complex consists of a classroom and studio building and the former president's home, which was renovated for faculty offices and an art gallery.

HAMMON STUDENT CENTER (1973): The real center of student life is the two-story building which houses Shores Chapel, the Inn, Book Store, Bison Lanes, Post Office, recreation room, lounge, and student association and student publications offices.

CLIFTON L. GANUS JR. ATHLETIC CENTER (1976): The center has 83,125 square feet of heated and air-conditioned space for offices, classrooms, weight room, and locker and dressing rooms for physical education classes and intercollegiate athletic teams. There is a 45' x 75' swimming pool, three handball courts, and a 40' x 60' gymnastics area. The main arena is a playing area of 148' x 212' for basketball, volleyball, badminton, tennis, and indoor track. There is portable seating for 5,200 spectators at basketball games.

GEORGE S. BENSON AUDITORIUM (1980): Designed to seat 3,343 and named in honor of the president emeritus, the auditorium is used for chapel, lyceums, lectures, and other programs. The large stage and orchestra pit facilitate dramatic and musical programs. The building has one suite of offices and, when needed, four classrooms each seating 75.

JERRY MOORE FIELD (1981): Jerry Moore Field is the intercollegiate baseball field.

J. E. AND L. E. MABEE BUSINESS CENTER (1982): This building houses offices for the School of Business faculty, the American Studies Program, the Belden Center for Private Enterprise Education, the Center for Management Excellence, the Guffey Media Center, the Hedrick Memorial Conference Room, and the Quintin Little Academic Computer Center. Eleven classrooms provide elevated seating for students. All classrooms are equipped with color video monitors which permit the viewing of video tapes and computer displays.

GOLF PRACTICE AREA (1983): This area, just east of Jerry Moore Field, has a long tee to practice driving, a green to practice chipping, and a green to practice putting.

RESIDENCE HALLS: Ten residence halls provide homes for Harding's resident students. Women's residences are Pattie Cobb Hall (1919, 1988), one of the original campus residences, Cathcart Hall (1951); Kendall Hall (1961); Stephens Hall (1968); and L.C. Sears Hall (1975). Pattie Cobb, Stephens Hall and Sears Hall are air-conditioned.

Men's residences are Armstrong Hall (1949); Graduate Hall (1956); Keller Hall (1969); Harbin Hall (1971); Men's New Hall (1989). The New Hall, Keller Hall and Harbin Hall are air-conditioned.

Harding also owns several houses near the campus to provide homes for junior and senior students when the residence halls are filled to capacity.

MARRIED STUDENTS APARTMENTS (1958, 1974): Seven buildings provide low cost housing for married students, with 68 one-bedroom and 32 two-bedroom units. The East Married Student Apartments built in 1958 have been completely remodeled (1985) and now have central heat and air conditioning.

OTHER BUILDINGS: The following are other campus structures: the old swimming pool, the Academy Building, the co-generation — heating plant, the laundry building, the receiving center, the carpenter shop, the automotive shop, the campus maintenance facility, the storage buildings, and the Bell Tower.

CAMP TAHKODAH: Located about 40 miles north of Searcy in the Ozark foothills near Batesville, this well-equipped camp area of 1,300 acres is owned by the University and is used by various campus groups for retreats. Except during the summer months, when its formal schedule is full, the camp is open to the general public at a modest fee.

**Special teaching aids** in many fields supplement classroom experience with practical opportunities for the students' increased understanding of concepts and their own creative development. Laboratories, studios, and libraries, for example, provide invaluable training and study opportunities that can be found no other way. Typical of the teaching aids and facilities at Harding are the following:

ACADEMIC COMPUTER CENTER: Academic Computing is a blend of centralized and local facilities. A DEC VAX 3600 computer system, with 32

megabytes of memory and over 600 megabytes of online storage, provides the primary central computing resource. 32 terminals housed in the Quintin Little Academic Computer Center on the first floor of the Mabee Business Center provide students with access to the VAX nearly 16 hours each day. Terminals and other specialized equipment in departmental offices and local access areas around campus also have access to the VAX via an Ethernet local area network. Public access microcomputer labs are also available. The Science Building is home to an MS-DOS lab which houses 28 machines. 18 Apple IIe's form a second Science Building lab for math education. The Graphics Laboratory in the Ganus Building links 20 Apple Macintoshes in an AppleTalk network. 24 IBM PC's make up another public access lab in the Mabee Business Center. These centralized computer facilities are complemented by a diverse collection of departmental computing equipment which is used to address the unique needs of each discipline.

ART STUDIOS: The Mildred Taylor Stevens Art Center has excellent facilities for painting, drawing, ceramics, sculpture, jewelry- and print-making, weaving, graphic design and interior design courses. A Macintosh computer lab for computer aided graphic design work is available within a short distance of the Art Center. The gallery of the Art Center and areas in the American Heritage Center and the library show works by students, faculty, and guest exhibitors.

BEAUMONT MEMORIAL LIBRARY: Library holdings include more than 325,341 volumes, 1,319 current periodicals, 12 daily and weekly newspapers, and thousands of pamphlets on general, educational, and vocational topics. In 1963, the library was designated a selective depository for United States government publications, and several hundred documents are added to the collection annually. More than 91,462 volumes of microform supplement the book collection, which is increased by approximately 7,000 volumes per year. In addition to printed material an extensive collection of recordings, consisting of more than 3,363 records in music, speech, and biology, is available for listening. Cassette players are also available with a collection of over 1,678 tapes for student use. In 1984 computer hardware was added to make it possible to do computer reference through Bibliographic Resources, Inc.

Special collections include the personal library of the late G. C. Brewer and the Juvenile Collection for use by students in elementary education. Recently added is a collection of 1,200 science books, some of them unusually old and rare, presented by Dr. Wyndham Davies Miles. Another collection houses materials related to the history of the school and tapes in the Oral History collection.

The library staff cooperates with various departments in giving class instruction in the use of the library, as well as giving individual assistance as needed. The **Student Handbook** and **Faculty Handbook** may be consulted for detailed library policies and regulations.

BUSINESS LABORATORIES: Modern office equipment and business machines are used by majors in accounting, business education, business



systems analysis, management, marketing, office management, and material science.

**CENTER FOR WORLD EVANGELISM STUDIES:** The center is located in the Ezell Bible Building. Students get involved in stimulating studies which promote world evangelism.

**COMMUNICATION FACILITIES:** Students in all branches of the Communication field have access to equipment designed to enrich the learning process. The Speech and Hearing Clinic serves the Searcy and University communities in screening, diagnosis and treatment of speech-language-hearing problems giving students required clinical experience under certified clinical supervisors. Computer training facilities are an important part of this program. Students are trained to operate the campus radio station, KHCA. They may participate in station management, production, announcing and sales. Cable Channel 19 is a training laboratory for students enrolled in television courses. Students learn to operate camera and editing equipment and to develop various types of programs.

Four auditoriums are available for various types of stage productions. The usual lighting and sound equipment is available for musicals, dramas, readers theater and other types of presentations.

Practical experience for print journalism majors includes work on the student newspaper and yearbook. Offices and facilities are provided for the staffs of these student publications. Courses in photography, typography and graphics make use of campus darkrooms and professional facilities of the Harding Press. Computer-word processing-typesetting and graphics as well as a laser printer are being added to the facilities available to students for "hands-on" learning.

**CURRICULUM LABORATORY:** Students preparing to teach have access to a well-equipped curriculum laboratory located in the American Studies Building. The laboratory contains curriculum materials such as textbooks which are used in the schools, and specialized curriculum materials in reading, language arts, and special education. Media materials and equipment are available for students to use in becoming familiar with the operation of such equipment and for preparing instructional materials which they may use in early teaching experiences in methods classes.

**EDUCATIONAL MEDIA CENTER:** Located in the J. E. and L. E. Mabee Business Center, the Educational Media Center contains an assortment of audio-visual equipment to serve the instructional needs of the faculty, Xerox and various photocopy machines, and facilities for preparing various instructional materials.

**HOME ECONOMICS LABORATORIES:** The Home Economics Department, located in the Olen Hendrix Building, has within its two-story complex, several specialized laboratories. Included in the laboratory facilities are: Child Development; Foodservice Management; Foods, Meal Management, and Equipment; Housing and Home Furnishings; Clothing and Textiles; Tailoring and Clothing Design. These laboratories have been especially planned and designed for both beauty and utility. Within each

laboratory setting the student has the opportunity to utilize the very latest in equipment and consumer resources. The Foodservice Management Laboratory has been inspected and approved by the Arkansas Health Department. The Child Development Laboratory has been licensed as a day care center by the Department of Social Services of Arkansas.

**LANGUAGE LABORATORY:** The Department of Foreign Languages and International Studies, located in the Ganus Building, includes a language-learning center used as an electronic classroom or a language laboratory. The 30-student station system is capable of transmitting six lesson sources simultaneously. The facility also includes individual language learning machines, isolation listening booths, a departmental library and reading room.

**MUSIC STUDIOS:** A recording studio with outstanding acoustical characteristics is used by the Music Department for rehearsals, recitals, and recording purposes. Numerous individual and small group practice studios are sound treated and equipped with pianos for music students.

Under staff supervision, students operate the campus radio station, KHCA, and Cable Channel 19 TV, and may participate in all aspects of broadcasting work, from management and production to advertising and announcing.

The Benson Auditorium is an asset to both departments of music and communication. Lighting and sound equipment is versatile, and make-up studios, dressing rooms, and workshops for costumes and scenery are available. The Administration Building Auditorium and Little Theatre provide additional facilities for drama and music.

**RECREATIONAL FACILITIES:** Indoor recreation is centered in Rhodes Memorial Field House, where facilities include three basketball courts, ping pong tables, volleyball, shuffleboard, and badminton courts.

The Clifton L. Ganus, Jr., Athletic Center provides three handball courts, a gymnastics area, indoor track, tennis courts, and weight room. Two indoor swimming pools make year-round swimming possible. Bowling is available in the Hammon Student Center at the Bison Lanes, operated as an auxiliary enterprise of the University. A variety of games and other recreational facilities are available in the game room of the Student Center and in the dormitories.

Outdoor facilities include the intercollegiate football field, the Jerry Moore intercollegiate baseball field, and the eight-lane track at Alumni Field, plus intramural areas for flag football, softball, baseball, and other sports. There are eight tennis courts, which are lighted for night play.

**R. T. CLARK RESEARCH CENTER:** The south wing of the Science Building is equipped with a treadmill, bicycle ergometer, a lean-body-mass tank, a physiograph, a Haldane apparatus, a Van Style apparatus, spectrophotometers, a chromatographic apparatus, and other biochemical and hematological equipment for scientific evaluation of physical fitness levels.

**SCIENCE LABORATORIES:** The Pryor Science Center houses modern, well equipped laboratories for students in biology, chemistry and physics.

Not only are laboratories furnished with standard equipment for science courses, but they also provide computer applications to science experiments and opportunities for research. Five large laboratories and four instrument rooms provide excellent facilities for chemistry courses. The Department of Biology maintains seven laboratories and such supporting facilities as a greenhouse, instrument room, outdoor research area, herbarium, and walk-in refrigerator. Physics laboratories include one large laboratory for introductory physics and three advanced laboratories for specialty uses such as electronics and optics. For students preparing to teach science in public schools, a Science Curriculum Learning Center and a Mathematics Learning Laboratory are used for experience in classroom techniques.

**Special programs** serve to enrich the undergraduate program of the University. Although Harding is recognized as primarily a teaching institution, it also realizes that research and field study are invaluable educational assets for both the faculty and the student body.

**THE HARDING UNIVERSITY IN FLORENCE PROGRAM**, an academic program in Florence, Italy, has been developed to utilize the unique opportunities afforded by study in Europe. The program is for sophomore, junior, and senior students in college. No attempt is made to provide a broad general curriculum but rather to offer such courses as may be studied with profit in a European setting. Serious involvement in classes combined with the experience of international living will furnish students with insights and perspectives which can be gained in no other way. Applications for the program will be accepted from students of Harding University and other institutions. Only students with a minimum grade point average of 2.00 on at least 27 semester hours will be considered. Anyone interested should contact the director, Dr. Don Shackelford, Harding University, Box 754, Searcy, AR 72143.

**THE AMERICAN STUDIES INSTITUTE** was developed to train young men and women for leadership careers in business, public life, and education. The task is undertaken through formal training, observation tours, special seminars with staff members of the University, and lectures by leaders in industry, business, education, and government.

Although all students are exposed to a broad curriculum of American studies as part of the general education requirements of the University, outstanding students are invited to become members of the American Studies Institute. The following activities constitute the program:

**TOURS:** Tours are arranged annually to a variety of financial and industrial organizations, governmental institutions, and places of historic significance throughout the country. Itineraries of the past few years have included visits to Atlanta, Chicago, New Orleans, St. Louis, Dallas, Tulsa, Philadelphia, Williamsburg, and Washington, D. C.

**GUEST LECTURES:** To supplement the curriculum of the University, recognized authorities are invited to the campus each year to lecture in their

fields. During their visits students are urged to attend special lectures, informal discussion periods, and possibly a dinner meeting.

The program attempts to combine an academic and a practical approach to learning. It stresses the uniqueness of the American scene but not at the expense of international understanding. It affords students the opportunity to search for truth through objectivity and faith in proven values. It stresses the need for professional competence and service to humanity.

A broad area major in American Studies has been developed, which is outlined in the curriculum of the Department of History and Social Science.

Students interested in the American Studies Institute should write the director for a brochure and for additional information.

**MISSIONARY TRAINING** is the goal of MISSION/PREPARE, a program in harmony with the University's devotion to Christian principles and service and in response to the increasing need for qualified and well-trained workers to take the gospel of Christ to a world exploding with greater populations. A four-faceted approach to training includes a four-year undergraduate curriculum in missions, a continuing education program, an internship, and an apprentice program.

**UNDERGRADUATE MAJOR:** Courses in the mission curriculum, leading to the B. A. degree, are taught by former missionaries who are now on the faculty and by a visiting professor of missions, a full-time missionary on leave from his work. The courses are biblically oriented, yet practical. Also a minor is offered.

**INTERNSHIPS:** Field work under the supervision of faculty members, youth ministers, preachers, or missionaries may be done by students for academic credit as well as for the invaluable experience of practical work.

**HOPE: Harding's Outreach Program for Evangelism** is a two-year internship program designed primarily for college graduates. Approved students are guided in selecting a field, securing funds, and preparing for this missionary experience. Interested students should write to the College of Bible and Religion, Harding University, Searcy, Arkansas 72143.

**MOVE: Mission Opportunities for Vocational Evangelism.** A program assisting graduates to find jobs in areas where they can assist in church planting and growth.

**THE MISSIONS LAB** offers students research facilities and materials from all over the world.

**CAMPAIGNS:** International campaigns involve students in practical experience in various cultures. Stateside campaigns are conducted throughout the year, but especially during the summer months.

Religious Opportunities . . . Cultural Opportunities . . . Extracurricular Activities . . . Services of the University . . . General Regulations



The students and their development are of paramount importance in every activity and plan of the University. The wealth of student activities comes from a variety of sources — some written into Harding's tradition by its founders, others arising from a special occasion or need, others simply happening because students get together — but all are part of the gently molding influence of a college education.

**“Christian life is stressed,”** reads one line of Harding's alma mater, and certainly it is true. Every opportunity for spiritual growth is made available to students. Religious activities of both curricular and extracurricular natures abound on the campus. Besides daily chapel and regular Bible classes, many other opportunities for spiritual enrichment are offered.

**TIMOTHY CLUB:** This is a traditional period of worship, study, and discussion on Thursday evenings for Bible majors and other students who wish to attend. Attendance is required of Bible, and Bible related majors.

**HAM CLUB:** A club offering students an opportunity to learn how to operate a ham radio. The ham station is located in the Ezell Bible Building.

**J.O.Y. CLUB:** Emphasizing Jesus first, Others next, Yourself last, this club permits young ladies to participate as Christians in special activities such as caring for the sick, visiting the elderly, babysitting, teaching Bible classes for children, and sponsoring ladies' lectureships.

**MISSION STUDY:** Another group of students meets to study particular aspects and techniques of foreign mission work.

**LECTURESHIP:** Harding's annual Lectureship is more than 60 years old. Hundreds of visitors join students in attendance during lectureship week, the first week in October, hearing lectures by church leaders from across the country.

**THE 13-IN-1 WORKSHOP** is held in even-numbered years in August and brings to the campus visitors from across the nation to participate in studies of all areas of church work.

**UPLIFT** is a unique campus camp for young people. Lasting for about a week, young people are able to hear many youth ministers in an excellent spiritual setting.

**DACTYLOLOGY CLUB:** For students interested in learning sign language and using it in evangelism.

Other religious activities in which the student may wish to participate are nightly dormitory vespers, lily pool devotionals, and various evangelistic campaigns during the weekend and vacation periods.

**Cultural opportunities** on the campus are numerous and originate from both student and professional sources. Two or three major dramatic productions and several smaller productions are presented each year, and music groups frequently give concerts on campus. Art students exhibit

their works in senior shows throughout the year, and senior present recitals.

The Lyceum Series brings to the campus a variety of professional entertainment. A typical year's program might include a touring drama group, a symphony orchestra, a concert singer, an organist, and a singing group of popular appeal.

Various departments bring to the campus visiting lecturers on topics of special interest.

**Extracurricular activities** and co-curricular activities may link the students to their academic fields, special interests, or simply to their social and recreational needs, but all are part of their education. The following are student groups:

**ALPHA CHI** is a nationally affiliated society encouraging and recognizing superior scholarship. Harding's chapter, the Arkansas Eta chapter, is open to the upper 10 per cent of the senior class, provided the cumulative scholarship level of each honor student is 3.55 or above on at least 104 semester hours, and to the upper 10 per cent of the junior class whose scholarship level is 3.75 or above on at least 80 semester hours. The society presents a medal at the May commencement to the graduating member with the highest four-year scholastic record, hosts a reception in the beginning of the fall semester for new students who entered on an academic scholarship, presents a plaque to the winner of the "Evening of Scholarship" directed by the English Department, and assists with the awards of the Intramural College Bowl.

**STUDENT ORGANIZATIONS** and the designated area of specialization are as follows:

Alpha Delta Mu (Social Work), Alpha Psi Omega (Drama), American Home Economics Association (Home Economics), Arkansas National Education Association (Teaching), Barristers (Pre-law), Behavioral Science Club (Sociology & Social Work), Campus Players (Drama), Cheerleaders (Football & Basketball), College Democrats, College Republicans, Data Processing Management Association, Delta Mu Delta (Business Administration), Flag Corps, French Club (Le Cercle Francais), Harding Dietetics Club, Iota Beta Sigma (Broadcasting), Kappa Delta Pi (Education), Kappa Pi (Art), Nursing Club (Nursing), PEMM (P.E.), Phi Alpha Theta (History), Phi Beta Lambda (Business), Pi Sigma Alpha (Political Sciences), Pi Gamma Psi (Accounting), Pi Kappa Delta (Forensics), Pre-Med Club (Medicine and Health Sciences), Psi Chi (Psychology), Public Relations Student Society of America, Science Club, Sigma Delta Psi (Athletics), Sigma Tau Delta (English), Sigma Theta Tau (Nursing), Spanish Club (Los Conquistadores), The Guild (Art), The Society for Advancement of Management, The Society for Collegiate Journalists.

**MUSIC ORGANIZATIONS** on campus are:

**BELLES AND BEAUX:** a group of about fifteen meeting three times each week, emphasizing musical entertainment.

**CHAMBER ORCHESTRA:** meets two evenings per week to perform the works of major classical composers for chamber orchestra.

**CONCERT BAND:** open by audition to all University students. Begins rehearsing in the latter part of the fall semester and continues through the spring semester, performing concert and symphonic band literature.

**CONCERT CHOIR:** a mixed chorus meeting daily whose membership, open to all University students, is by audition.

**JAZZ BAND:** an auditioned group open to all University students.

**PEP BAND:** an auxiliary group of the band; membership is by audition.

**STRING QUARTET:** a small ensemble of string and woodwind players meeting once a week; membership is by invitation.

**THUNDERING HERD MARCHING BAND:** open to any interested instrumentalists; meets regularly during the fall semester.

**UNIVERSITY CHORUS:** a mixed chorus meeting daily whose membership, open to all University students, is by audition.

**STUDENT PUBLICATIONS** provide a factual record of the year's events and a forum for student expression. The weekly newspaper, **The Bison**, has won awards in both national and state competition and received in 1984 the sweepstakes award in the Arkansas College Publications Association competition and an All-American rating from the Associated Collegiate Press. The yearbook, the **Petit Jean**, has been honored consecutively since 1960 with an All-American rating from the Associated Collegiate Press. The English Department sponsors annually a publication of creative writing submitted by students to the Jo Cleveland Creative Writing Contest.

**COMMUNICATION ACTIVITIES** on campus include the following:

**FORENSICS:** Intercollegiate debate teams participate in 12-14 major debate tournaments each year and have achieved an excellent record in state, regional, and national competition. Team members also participate in oratory, extemporaneous speaking, public discussion and oral interpretation events.

**THE R. H. THORNTON, SR. SPEECH COMPETITION ON CHRISTIAN COMMUNICATION:** The family and friends of Raymond H. Thornton, Sr. of Sheridan, Arkansas, provide annually a cash prize for the best speech on the subject of "Communication in the Christian Context."

**THEATER:** Student directed one-act plays and three major productions including a homecoming musical are presented each year. Each summer students may participate in drama through involvement in the Searcy Summer Dinner Theater by performance and/or technical production work.

**INTERPRETER'S THEATER:** An annual major show promotes effective group presentation of dramatic and non-dramatic literature.

**RADIO:** The campus carrier current AM radio station, KHCA, is operated by a staff of approximately 30 students with a faculty manager.

**TELEVISION CABLE CHANNEL 19:** Students in communication have access to production and directing news, entertainment, and special events through White County Video, Inc.

**STUDENT SPEECH AND HEARING ASSOCIATION:** The student Speech and Hearing Association is an organization composed of individuals working toward a degree in Communication Disorders. Their service projects usually include a campus wide hearing screening, and an informative chapel program.

**BUSINESS AND ECONOMICS MAJORS** are selected to participate in the Intercollegiate Business Games and the Free Enterprise Intercollegiate Competition, competing against major colleges and universities across the nation. Harding's Business Team has won the Michigan State University games three times and the Emory University games four times. Harding's Economics Teams have won regional Free Enterprise Competitions eleven of the last twelve years and have placed first in the National Students In Free Enterprise Competition in 1980, 1981, 1982, 1984, 1985, and 1987. The Economics Teams were National Runners-up in 1979, 1983, and 1986.

**ATHLETICS** at Harding involve nearly all students. A full intercollegiate schedule draws many participants and even more ardent supporters. Participation in an outstanding intramural program involves about 90 per cent of the men and 80 per cent of the women students.

Harding is a member of the Arkansas Intercollegiate Conference and the National Association of Intercollegiate Athletics. Men's teams are fielded in football, baseball, basketball, track, cross-country, tennis, and golf. Women's teams are fielded in basketball, cross-country, track, and volleyball. The Athletic Committee controls intercollegiate sports in harmony with established policies approved by the faculty, and competition is regulated by the basic 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. **The student athlete must be an undergraduate student regularly enrolled in at least 12 semester hours. He/she must have passed 12 hours the previous semester in attendance and no less 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.

The intramural program includes both team and individual sports, with competition between social clubs and classes as well as teams assigned by the directors of the program. The major sports are flag football, softball, baseball, basketball, volleyball, tennis, and track.

**SOCIAL CLUBS** at Harding are different from fraternity systems of most institutions. Every student who desires membership in a club is assured of receiving an invitation, and the large number of groups (18 for women, 16 for men and 1 co-ed) gives each student a wide choice of club interests and sizes. Organized to provide students a wholesome social life with oppor-

...to develop leadership abilities and cooperative attitudes, the clubs engage in service projects, promote school spirit at athletic events, and enjoy banquets, parties, outings, interclub athletics, and Spring Sing competition.

**THE STUDENT ASSOCIATION** is the student government organization, which is headed by an executive council consisting of four officers and two representatives from each class. Ten committees are appointed by the S.A. President and Executive council for specific activities of the association.

The Student Association exists to provide close cooperation between the students and the administration and faculty and in furnishing a systematic plan of participation in the responsibilities of the University. Executive council members serve on standing faculty committees which are concerned with student welfare.

Active in a variety of tasks, the Student Association sponsors social events for the entire student body, assists in planning Homecoming, sponsors movies on campus, encourages academic competition among social clubs, studies campus problems, and makes recommendations to the administration and faculty on subjects relating to the University and specifically to the students.

**Services provided by the University** assist the students in their total development. Services include academic advising, personal counseling, career guidance, testing, placement, health, junior college relations, and alumni relations.

**ACADEMIC ADVISING** is given each student by a faculty member who is assigned as an advisor. Freshmen and sophomores are generally assigned to faculty members in their respective fields of interest or to one of the preprofessional advisors. At the end of the sophomore year students are usually advised by the dean of the school or the chairman of the department in their major field of interest.

**THE COUNSELING CENTER** is located in the Student Services Building. A staff of professionally trained counselors is maintained to provide confidential assistance with educational, personal, marital, and social problems.

The object of the Counseling Center is to help individuals achieve a realistic appraisal of their abilities, interests, values, and aptitudes. Increased self-understanding is viewed as essential to developing the insights and skills necessary for mature, personally satisfying decision making. During the school year students can also take advantage of special groups 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 which are independent of any medical, instructional, or disciplinary measures.

**THE INSTITUTIONAL TESTING PROGRAM**, which includes the tests required for freshmen, seniors, and graduate students, and the English proficiency examinations, is administered by the Director of Institutional Testing. Special examinations are also available to students, as well as information about a wide range of national testing programs. The testing center conducts comprehensive research projects related to test scores. These include normative and validity studies and grade predictions.

When students need test scores sent to other colleges, to graduate schools, or to other agencies, they should contact in writing the Institutional Testing Office. Requests are \$1 each.

**THE PLACEMENT OFFICE** keeps in touch with schools, industries, and businesses. It assists in finding suitable positions for Harding graduates, graduating seniors, and graduates of any recognized senior college who have completed, or are completing, six semester hours of acceptable work at Harding. All graduating seniors must register with the Placement Office, and graduates may write back to the Placement Office at any time for help in securing new jobs. There is a charge of \$3 per set of credentials for every set requested after a graduate has been out of school two years.

**HEALTH SERVICES** provided within the registration costs include first-aid and emergency care which can be administered adequately in the University Health Center.

Since 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 \$192 per fiscal year for a single student under a student group plan, with higher rates for students having dependents. This covers hospitalization, surgical fees, and medical care as provided in the policy and includes intramural athletic activities.

Every student participating in intercollegiate athletics is covered on a separate policy for any athletically related injury during participation, practice, and travel to and from an athletic event; however, this insurance **does not** cover any other injury or illness.

Health service does 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 service of a physician or outside hospitalization. These services may be arranged through the nurse, but the student will be expected to pay the additional cost.

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

**THE ALUMNI ASSOCIATION** of Harding University maintains an office on the first floor of the American Heritage Center. This office serves as the center through which the activities of the Alumni Association are coordinated. The purpose of the Association is to promote the welfare of Harding and a mutually beneficial relationship between the alumni and their

Mater. An up-to-date file on alumni is maintained, including alumni of Harding University, Harding College, Arkansas Christian College, Harper College, Cordell Christian College, Western Bible and Literary College, Monea College, and Potter Bible School.

"Alumnotes," news about Harding and Alumni Association activities, is published in the **Harding University Bulletin**, which is sent to all alumni in the active file. The chief activities of the Association are held in the fall during the weekend of the Homecoming football game. At this time the annual business meeting is held, the 25-year and 50-year classes are honored, and the Black and Gold Banquet is featured. Alumni are encouraged to make an annual contribution to the Alumni Fund.

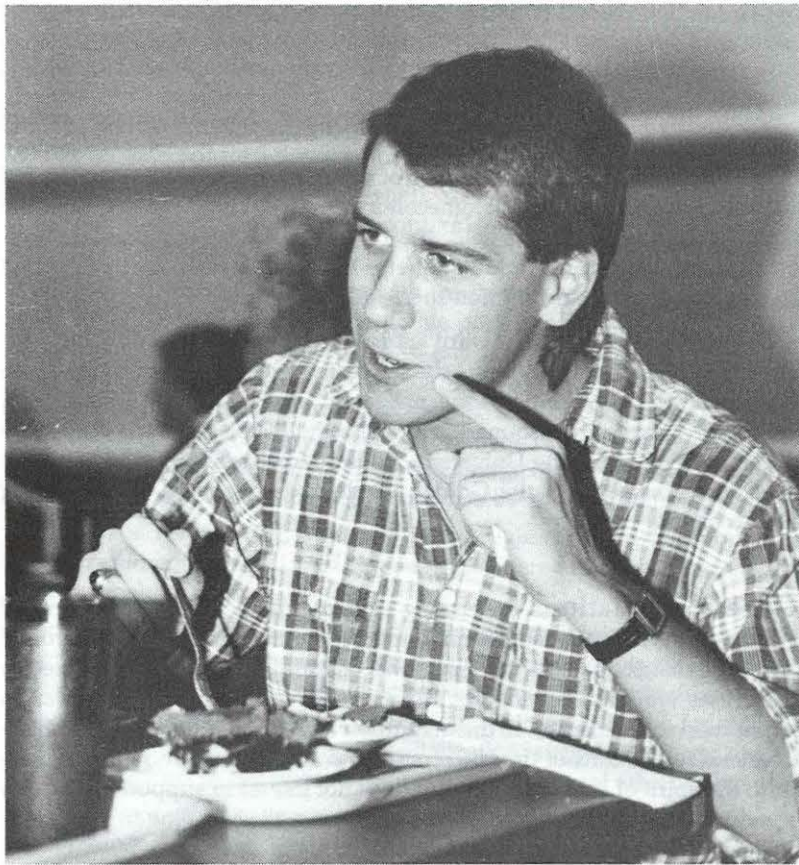
A Distinguished Alumnus Award is presented at the Black and Gold Banquet to an outstanding alumnus chosen by the Executive Committee of the Association from nominations made by alumni. Five Outstanding Alumnus Awards are also made annually, the recipients being chosen by different divisions of the University. Alumni from more than 50 years are considered members of the **Golden Circle** and are special guests during Homecoming.

**General regulations** concerning student conduct further the aims of Harding University in maintaining and promoting Christian standards of life. In all matters pertaining to personal conduct, students are expected to behave as responsible citizens in a Christian community. A student's application for admission to the institution implies acceptance of the objectives and regulations of the University, and any person who is antagonistic to the spirit of Harding and who does not intend to support its policies should not enroll. The University aims to have its discipline firm, reasonable, and sympathetic. It reserves the right to dismiss a student whenever in its judgment the general welfare of the institution seems to require such action. A student who must be suspended **during** a semester for disciplinary reasons is subject to receiving a grade of "F" in all courses for that semester.

Specific rules and regulations which encourage Christian living and growth are presented in the Student Handbook, which all students are required to read and follow. Penalties for failure to comply are detailed in the handbook, and grievance procedures are also described along with a statement on student rights. Failure to follow Harding's Code of Conduct can result in suspension from school.

The following regulations are designed to contribute to the welfare of each student.

**BIBLE CLASSES:** The University believes that a knowledge of the Bible and an appreciation of its teaching constitute the foundation for building happy and useful lives. Therefore, each student is required each semester to enroll in a course in Bible or in an approved course in a related field.



Attendance is compulsory regardless of the grade being earned. Failure to attend regularly may result in suspension from the University. The student is allowed one week of unexcused absences. The next three unexcused absences will drop the final average three points for each absence. Students who miss more than three above what is allowed, will be referred to the Bible Absence Committee for disciplinary action.

Students who take more than eight hours in a semester or in summer school (excluding intersession) must take a Bible class.

**CHAPEL ATTENDANCE:** One of the most important periods of the day is the chapel service, which draws faculty and students together in a common experience. The quiet devotional period is followed by programs designed to facilitate the many objectives of the institution. **Each student is required to attend daily.**

Students with eight unexcused absences will receive a chapel warning card, and the parents will be notified. The card must be signed and returned to the Student Affairs Office. Failure to sign and return the card

will result in an automatic suspension from the University. Students who accumulate more than ten unexcused absences from chapel in a semester will receive a drop card from the Student Affairs Office. Three tardies will count as one absence. It is the students' responsibility to check the list each week to see if their name appears with the absences recorded and any correction must be made within one week.

**CHURCH ATTENDANCE:** Students are expected to attend church services each Sunday morning and evening.

#### A DESIGN FOR CHRISTIAN LIVING AND GROWTH — HARDING UNIVERSITY'S CODE OF CONDUCT.

Harding is a private, Christian, liberal arts university that teaches the inspiration of the scriptures and strives to follow Christ and all He taught. Attendance at Harding is considered a privilege with responsibility and accountability. To encourage Christian living and growth, students are expected to follow Harding's Code of Conduct:

1. Students are encouraged to develop a **servant-leadership-ministry lifestyle**. Faculty and students alike are encouraged to fully integrate faith, learning and living.
2. Students are expected to be men and women who **pursue honesty and integrity**. Lying, cheating, and stealing must be avoided.
3. To **encourage spiritual growth**, attendance at church services, chapel, and Bible classes is required for all students.
4. **Personal wellness** is stressed, and students must abstain completely from the use of illegal drugs, alcohol (regularly or socially) or tobacco in any form.
5. **Social wellness** is stressed, and students in the Christian university environment must exclude all forms of sexual immorality, pornography and profanity.
6. Students are expected to **dress modestly at all times**. No shorts of any kind are permitted for casual wear on the campus.
7. Students are expected to **abide by a positive residence hall code** designed to encourage Christian living. Curfews are enforced, and standards strictly regulated.
8. **Sportsmanship and fair play** for both spectators and participants in intramural and intercollegiate athletic competition are expected.
9. Students are **encouraged to participate** in the non-fraternity social clubs which give them an opportunity to reflect in a small organization the mission of the university both socially and spiritually.
10. Students are expected to **serve others**, as this is the true test of success for any person or organization.

#### CODE OF CONDUCT. Expectations: Part One.

Harding Students Are Expected To:

1. Abide by the dress code. The way a person dresses is an outward sign from which people, in general, judge his inward state of mind and feelings. In business or the professions it is extremely important to project an image that equals one's ability. For these and other

reasons, Harding students should dress neatly, appropriately, in good taste and so as not to offend others. However, since some often fail to understand what will offend others, it is necessary to have regulations stating the minimum requirements. (See Handbook)

2. Follow the rules governing residence halls. Residence Hall Directors are to report all infractions of the code of conduct. A Residence Hall Director may request that a student be removed from his or her residence hall. If no Residence Hall Director will accept the student, this may be grounds to suspend the student.
3. Attend university Bible classes, university chapel, and church services on a regular basis. The student is also expected to meet attendance requirements set by faculty members for their classes.
4. Attend classes. Regular class attendance is expected of all students and is essential for the academic development of the great majority of students. An education is more than the attainment of facts and skills. It includes the development of attitudes, appreciations and understandings which are "caught" from the classroom more than being learned in other ways. The faculty at Harding University has endorsed the class attendance policy which strongly promotes regular class attendance but does provide for those times when illness or other circumstances necessitate absence from a given class meeting. Failure to attend class may mean suspension from the University.
5. Respond to notification to appear in the Student Affairs Office or the office of any of the deans at any time during any stage of a disciplinary investigation or proceeding. Failure to appear will not prevent the University from proceeding with appropriate disciplinary action.
6. Present student identification, upon request, to any member of the University faculty, staff, administration, including campus security, local or state police.
7. Follow the traffic and parking regulations. Failure to follow the regulations or the dangerous use or misuse of an automobile while a Harding student will result in restrictions or the loss of the privilege of having an automobile available while attending Harding University. Some terms of social or chapel probation may result in loss of driving privileges while on campus.
8. Abide by the approved constitutions and the regulations governing clubs and organizational conduct.
9. Follow the regulations required by the men and women intramural directors.
10. Avoid excessive public display of affection.

#### Expectations: Part Two.

The following stated items will result in the automatic suspension of the student from the University and its locale:

1. The consumption of, possession of, or the storing of alcoholic beverages of any kind for one's self or for others on the Harding campus, at off-campus activities and events, or at another locale while a Harding student will result in the automatic suspension of those

involved. This will include the action taken by law enforcement authorities due to alcohol arrest or accident involvement. It is the intent of Harding University that its students neither drink, possess, or store alcoholic beverages.

2. The use of, or possession of, or abuse of **drugs** will result in automatic suspension. This includes marijuana, narcotics, drug paraphernalia, depressants, stimulants, hallucinogens, solvents, chemical compounds, or other controlled substances defined as illegal by federal or local laws.
3. The display, presentation or sale of pornographic materials, films, videos, or such like, will result in immediate suspension from the University.
4. Sexual immorality in any form, including homosexuality, will result in automatic suspension. Staying overnight in a motel, hotel or such arrangement with a member of the opposite sex will result in automatic suspension, although explicit sexual immorality may not have been observed.
5. Intentional lying to the Student Affairs Committee will result in automatic suspension.

#### Expectations: Part Three.

Harding University considers the following to be in conflict with the mission of the University, and such behavior may mean suspension:

1. Dishonesty in the form of academic misconduct, plagiarism, falsification of tests and assignments, forgery, failure to meet financial obligations in the community, the writing of hot checks that require local law enforcement action, the personal use of stolen checks, the theft of someone else's property, for example, the sale of someone else's property without their consent or the sale of textbooks that were found, and intentional lying to a University official may result in the suspension and the withholding of transcripts and records until restitution has been made.
2. The use of tobacco in any form is not permitted on campus or at any off-campus activity or event.
3. The use of steroids without a doctor's prescription is not permitted.
4. Gambling or wagering is not allowed on campus or at any gambling event such as horse racing, etc.
5. The use of video equipment (video tapes, video cassettes or video disks) to show "X" or "R" rated films is prohibited.
6. The illegal, fraudulent, unauthorized, obscene, or abusive use of campus or community telephone or computer systems will result in suspension, fines or both.
7. The destruction, misuse, damage and deliberate defacing of University property or facilities, or those of other members of the University community or the city, county or state may result in suspension.
8. Hazing is not permitted. (Section 80-5501-80-5506, Code of State of Arkansas). Hazing is further described in residence hall rules and as it applies to club or other types of initiations in the social club handbook.



9. Unauthorized meetings are not permitted.
10. Refusal to cooperate with University officials, including, but not limited to, the refusal to take a polygraph test, urine test, blood test, breath test for alcohol, etc, will result in suspension from the University.
11. The refusal to respond to requests by campus security, University administrators, staff or faculty may result in suspension.
12. Other prohibited conduct:
  - A. Unauthorized possession of keys, examinations, equipment or supplies belonging to the school or its agent.
  - B. Unauthorized soliciting, advertising, selling and distribution of materials in University housing or anywhere on campus.
  - C. Illegal and disruptive visits to other campuses.
  - D. Dancing, obscene literature and pictures, profanity and continued improper dress.
  - E. Actions against persons or groups, including physical abuse or threat of abuse to any person, intimidation, bribery, physical assault, harassment of a judicial board member, etc.
  - F. Entering false fire alarms or bomb threats, tampering with fire extinguishers, alarms or other safety equipment.
  - G. Unauthorized entry to or use of University facilities. Possessing, producing, manufacturing or having manufactured without proper authorization any key or unlocking device for use of University facilities or locks.
  - H. Repeated or flagrant violations of the rules as set forth in the Campus Parking Regulations.
  - I. Repeated or flagrant violations of the rules and regulations which govern behavior in the campus residence halls.
  - J. Repeated or flagrant violations of the rules and regulations of the Student Center, intramurals or other recreation facilities as set forth in the Student Handbook.
  - K. Repeated or flagrant violations of University rules or regulations contained in the Handbook, the University Catalog and other official policy statements and publications of the University.
  - L. Failure to comply with the lawful directions of a University official, classroom teacher, University security officer or police officer acting in the performance of his or her duty.
  - M. Knowingly furnishing false information to the University, or forging, altering or making unauthorized use of a University document, record or identification.
  - N. Tampering with, removal or theft of wheel locks, barricades, traffic cones or traffic control devices.
  - O. Obtaining University services by false pretenses including, but not limited to, misappropriation or conversion of University funds, supplies, equipment, labor, material, space, facilities or services.
  - P. Students who act in concert to violate University regulations may be given joint responsibility for such violation.

Any act or omission that constitutes a violation of federal, state or local laws or regulations and which is not otherwise covered in this Code.

13. Chronic display of an attitude which is contrary to the Christian purpose for which Harding exists and detrimental to the best interest of the University.

#### DISCIPLINARY PROCEDURES

When it appears a rule of conduct has been broken, the Office of the Vice President for Student Affairs shall conduct an investigation. If, as a result of the investigation, the Office of the Vice President for Student Affairs determines that disciplinary procedures are warranted, the student or organization will be asked to appear before a staff member in the Office of the Vice President for Student Affairs. After the meeting, the student or organization will be informed in writing of the specific charge(s) being made against the student or organization, the penalty to be imposed and the right of the student or organization to an appeal before the Student Affairs Committee.

A student or organization shall have 24 hours to file a request for an appeal. If the time expires on a Saturday, Sunday, school holiday or when school is not in session, then the student or organization may file the request for an appeal on the following day. The request shall be filed with the Office of the Vice President for Student Affairs. If the student or organization files a request, an appeal shall be conducted according to the procedures described below:

1. An appeal shall be scheduled before the Student Affairs Committee no sooner than the day following the receipt of the request for an appeal from the student or organization.
2. The appeal shall be conducted in a fair and reasonable manner.
3. All witnesses shall be required to affirm the truth of their testimony.
4. The usual order for presentation of evidence shall be as follows:
  - A. Evidence which supports the charge against the student or organization.
  - B. Evidence of innocence or mitigation by the accused student or organization.
  - C. Rebuttal evidence by both parties.
  - D. Closing statement by both parties.
5. The Office of the Vice President for Student Affairs, Student Affairs Committee, and the accused student or organization shall have reasonable opportunity for cross-examination of witnesses.
6. The appeal will be open only to the student who has appealed, or one representative of the accused organization, representatives of the Vice President for Student Affairs and witnesses with relevant and pertinent evidence to present. Neither legal counsel, guardian nor parents of the accused shall be permitted to appear before the Student Affairs Committee.
7. The appeal (excluding the deliberations of the Student Affairs Committee) will be tape recorded.

8. Following the appeal, the Student Affairs Committee, 1989, 1990, Harding University Catalog vote, shall find whether or not the offense or offenses as charged have been proven. The Student Affairs Committee shall inform the student or organization of its decision. The decision of the Student Affairs Committee shall be final.
9. The Vice President for Student Affairs, Student Affairs Deans and/ or the Student Affairs Committee may set the length of the suspension and the terms and conditions of readmission. The suspension may be a specified time or permanent suspension. The length of suspension set by Student Affairs may not be appealed to the Student Affairs Committee except under the following conditions:
  - A. A request for a change in the length of a non-permanent suspension may be made in writing only after two calendar months to the Vice President for Student Affairs. If the written request is deemed valid and no pursuit violations (i.e. on campus without permission during suspension) have occurred, a decision may be concluded by a conference by the Student Affairs Deans and the Chairman of the Student Affairs Committee or a hearing may be granted before the Student Affairs Committee.
  - B. A request for a change in permanent suspension may be made only in writing after one full semester of suspension to the Vice President for Student Affairs and the request must be accompanied by items that would substantiate a valid reason for re-consideration.
  - C. A student who has been suspended may not be on campus unless specific permission is granted by the Student Affairs Deans. If campus housing is used, the Residence Hall Director must be notified in advance by the Student Affairs Deans.

Admission Requirements . . . Academic Regulations . . . Degrees Granted . . . Requirements for the Bachelor's Degree . . . Organization of Curriculum . . . Majors Offered



**Admission** to Harding University is determined on an individual basis by the Admissions Office. The following criteria are considered: (1) academic preparation, (2) character, (3) educational interests, and (4) academic potential. Effort is made to admit all students who qualify and who can benefit from the educational program and opportunities available at Harding irrespective of their religious faith, national origin, sex, race, or color. When applying each student should be aware of the purpose of Harding University and be willing to uphold institutional values.

**HIGH SCHOOL GRADUATES** should have completed at least 15 units in academic subjects. **Specifically, an applicant must have a minimum of 3 units in English and 9 units from other academic courses such as mathematics, science, social science, and foreign language.** The remaining 3 units may be from other high school courses.

**NOTE:** These course requirements represent the minimum number of units necessary to be considered for admission. Most candidates for admission will more than meet these requirements and all prospective applicants are strongly urged to take the most rigorous class work available in high school.

Generally, a "B" average and an 18 on the ACT or 780 on the SAT are the minimum requirements for immediate unconditional admission — provided the student has good references and a completed admissions file. High school graduates and transfer students with fewer than 14 semester hours of credit are required to submit an official report of scores achieved on the ACT or SAT. ACT/SAT scores and academic records are jointly considered in evaluating the eligibility of an applicant. Low grades may be offset by higher ACT/SAT scores; high grades may offset lower ACT/SAT scores. Students who have academic records lower than a "B" average and test scores less than 18 (ACT) or 780 (SAT) should apply as soon as possible so their applications can be considered on an individual basis.

**TRANSFER STUDENTS** will be granted unconditional admission if their grade point average is 2.00 or higher and their references are acceptable. Those with lower averages will be considered on an individual basis and may be granted probational admission during any semester or summer session. A transfer student who has been a full-time student for at least one semester and who has earned 14 or more semester hours of credit acceptable by Harding will not be required to submit ACT/SAT scores or high school transcript.

Full credit will normally be given for courses transferred from accredited institutions if the courses approximately parallel those at Harding. Students presenting transfer credit from non-accredited institutions may have their credit validated by special examination or on the basis of satisfactory work completed in residence.

Students who have been attending an accredited four-year college may transfer up to 96 semester hours toward graduation. A maximum of 68 semester hours may be transferred from an approved two-year college. A transfer student may enter Harding under the catalog in effect during his

freshman year of college, subject to the time limitation specified (see STATUTES OF LIMITATION SECTION).

**JUNIOR OR COMMUNITY COLLEGE STUDENTS** who complete the A.A. or A.S. degree before transferring may satisfy Harding's general education requirements at the junior college by completing the broad-area curriculum outlined below:

Bible (textual courses) . . . . .	8 semester hours
Communications (Speech) . . . . .	3
Humanities:	
English Comp. & Literature . . . . .	9
Art and/or Music Appreciation . . . . .	3
Natural Science . . . . .	7
Mathematics . . . . .	3
Social Science (must include 6 hrs. American and/or World History) . . . . .	12
Physical Education Activity . . . . .	3

Please note that this plan applies **only to graduates** of junior or community colleges. Non-graduates must meet the normal general education requirements at Harding. Please note also that the above plan does not provide for waiver of courses required as part of a particular major. Students who plan to certify to teach will be required to meet **all certification requirements specified by the Arkansas Department of Education.**

**NON-HIGH SCHOOL GRADUATES.** Prospective students who did not prepare for college in a recognized high school may apply for admission and attach a complete statement regarding their educational background and qualifications. If they have a GED (General Education Development) Certificate and meet the other admission requirements, they will be considered by the Admissions Committee. They should arrange to take the American College Test (ACT) or the Scholastic Aptitude Test (SAT) and have scores sent to Harding.

**SPECIAL STUDENTS** are those who do not meet admission requirements but who desire to enroll in certain courses. Such students may be permitted by the Vice President for Academic Affairs to enroll in any course which they are qualified to study, but credit earned as a special student does not count toward a degree.

**Steps toward admission.** The Director of Admissions and other members of the Admissions Services Office are ready to provide necessary assistance with all phases of college plans. Interested students should feel free to write or call: Director of Admissions, Harding University, Box 762, Searcy, AR 72143 (Phone: Toll free 1-800-632-4751 in Arkansas and 1-800-643-3792 in the continental United States, Ext. 407). To be considered for admission, students must see that the following items are filed with the Director of Admissions:

**APPLICATION FOR ADMISSION:** An Application Form 1989-1990 Harding University Catalog must be obtained from the Director of Admissions. The Application Form is to be completed by the applicant and returned to the Director of Admissions well in advance of the proposed enrollment date.

Two required fees should accompany the Application for Admission — a \$25 application fee and a \$50 housing reservation deposit. The application fee is non-refundable and covers the cost of application processing. The housing reservation deposit is applied to the student's account.

The fees may be forwarded in the form of one check or money order in the amount of \$75 made payable to Harding University. Commuting students should file only the \$25 application fee. Married students should file, in addition to the \$25 application fee, a \$50 utility deposit for a total of \$75.

**REFERENCE FORMS:** Two reference forms will be sent upon receipt of the application. One should be completed by a principal, counselor, academic dean, or registrar and serve as an academic reference. The other should serve as a character reference.

**TRANSCRIPT (S):** Copies of academic credentials must be filed with Harding University. Students who plan to enter college for the first time should ask the high school guidance counselor or principal to send directly to the Director of Admissions an official copy of their high school transcript. Students who make early application should request a transcript to be sent at the mid-term of their senior year of high school. Transfer students should have official transcripts sent by the Registrar of each institution previously attended.

**ENTRANCE TEST:** Harding uses either the test of the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) as an entrance examination. Applicants who will have fewer than 14 semester hours of transferable college credit when entering Harding will be required to submit scores on the ACT or SAT. The ACT includes tests in English usage, mathematics usage, social studies reading, and natural science reading while the SAT includes tests in quantitative and verbal skills. The entire battery is completed in one morning. Scores on the ACT/SAT are used along with other information to determine the ability of each applicant to be successful in college work at Harding University.

The ACT is given at testing centers at high schools and colleges across the nation five times during the school year. The first test period is usually in October and the last test in June. The SAT is given at test centers across the country 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 University and are returning after a lapse of one or more semes-

ters must have to make application through the Admissions Office. They must contact the Student Personnel Office for a Records Information Form. If they have attended another college/university in the interim, they must request the Registrar of that institution to send a transcript of their work to the Registrar at Harding.

**An Advanced Studies Program** is conducted each summer for outstanding high school students who have completed a junior year in high school. Students who have achieved a "B" average or better in 12 solid academic courses may be approved for enrollment in college courses during the summer sessions. Credit earned in this program will be held in escrow until the students have completed the senior year of high school. Some students may qualify for admission to college the following fall semester. For information, write Dr. Neale Pryor, Harding University, Box 773, Searcy, AR 72143.

**Honors Program.** Harding University is implementing an honors program that admits students by invitation. For information, write Dr. Larry Long, Box 898, Harding University, Searcy, AR 72143.

**Early Entrance.** Harding has an Early Entrance Program for those students who have not finished high school. They are usually accepted if they meet the following criteria:

- 1) Have completed 12 solid units in high school
- 2) Have a 23 or higher on the ACT
- 3) Have a G.P.A. of 3.0 or higher
- 4) Have good references
- 5) Are 17 years of age when starting college

All early entrance students must be approved by the Admissions Committee prior to acceptance into the program.

**Classification of students** is determined in the following manner: 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 hours of college credit at the beginning of any semester are classified as **sophomores**. Those with 60 hours are **juniors**. Those with 90 hours are **seniors**.

Any student enrolled in 12 or more hours per semester is classified as a **full-time student**. Any student enrolled in fewer than 12 hours per semester is classified as a **part-time student**; however, a **part-time student who is enrolled in more than 8 hours per semester is subject to the Bible-course and chapel-attendance policies.**

**Academic regulations** at Harding are as follows:

**CLASS AND CHAPEL ATTENDANCE:** Admission to the University implies that the students will observe the regulations of the school in

regard to class and chapel attendance. Regular attendance and participation in classroom activities are necessary for the attainment of a student's educational objective. Regular chapel attendance contributes to their moral, spiritual, and intellectual growth. **Students who do not meet their responsibilities for attendance at classes and chapel will be asked to withdraw.** The **Student Handbook** fully explains the attendance policy and each student is responsible for learning and following the regulations.

**CLASS CHANGES:** Any student changing a class will be charged a fee of \$5 unless the change is required by the institution. Class changes are not permitted after Monday of the fourth week of any semester except for unusual circumstances and only with the approval of the instructor and the Vice President for Academic Affairs.

**CLASS DROPS:** To drop a class a student must submit a properly-signed official drop card to the Registrar. Any student dropping a class will be charged a fee of \$5 unless the change is required by the institution. Any class dropped without the official approval of the University will be marked "F". Courses dropped by Monday of the fourth week will not appear on the official record. If a class is dropped between the fourth and fourteenth weeks of the semester, a grade of "W" will be assigned and that grade will not affect the grade-point average. A class may not be dropped after Friday of the fourteenth week; during summer sessions, the second and fourth weeks will be the deadlines.

**LATE ENROLLMENT:** Students enrolling after the day set for registration are charged a late enrollment fee of \$17.50 for Wednesday, Thursday and Friday following regular registration, \$29.00 for Monday through Wednesday of the second week, and \$35 thereafter. The amount of course work to be carried is reduced according to the time of entrance. Enrollment is not permitted after Monday of the fourth week of the fall and spring semesters and after the first week of either summer term except for limited programs. Exceptions to this regulation must be approved by the instructor and the Vice President for Academic Affairs.

**EXAMINATIONS:** A sufficient number of examinations, including a final, is given during a semester to provide a satisfactory basis for grades. Students are expected to take all regularly scheduled examinations. If a student misses an examination because of illness confirmed by the school nurse or family physician, participation in a University activity approved by the faculty-sponsor or other cause sanctioned by the Vice President for Student Affairs, the student will be permitted to make up regular examinations missed; however, **the exact procedure used by the teacher may vary** subject to the approval of the Vice President for Academic Affairs. A teacher is under no obligation to give a make-up examination because of an unexcused absence.

A final examination may be taken out of regular schedule **only** in situations approved by the instructor and the Vice President for Academic Affairs, but **an examination fee of \$5** will be charged unless it is because of illness confirmed by the school nurse or family physician or approved official representation of the University. Except for physical education activity

laboratory sections of courses having a laboratory and courses taken by certain seniors in a professional "block", **final examinations are not to be taken before the beginning of the scheduled final examination period.**

**REPORTS AND GRADES:** Reports of semester and mid-semester grades are sent to parents or guardians **unless** the student meets federal requirements for exemption and files a written request with the Registrar that grades not be sent to parents or guardians. A report on unsatisfactory work may be sent at the same time.

Scholarship or achievement of the student in each course is expressed as follows:

- A — Excellent or outstanding
- B — Good or superior
- C — Average
- D — Below average, the lowest passing mark
- F — Failure
- W — Withdrawn
- I — Incomplete
- N/C — No Credit

An "I" may be given only when the student has been unable to complete a course for reasons which in the judgment of the instructor have been unavoidable. **Incompletes must be removed by the end of the first nine weeks of the semester immediately following the semester or summer session in which the "I" was received.** Those not completed within the specified time automatically become "F."

A grade of "I" is considered as an "F" until it is removed.

**After a final grade has been reported to the Registrar, the only basis for changing the grade is an error on the part of the faculty member in calculating or reporting the grade.** Students who wish to appeal a grade should first consult the teacher, then the department chairman, then the dean, and finally the Vice President for Academic Affairs. (For further information on appeal procedure, refer to the back of this catalog.)

**DEFINITION OF SEMESTER HOUR:** A semester hour of credit requires 15 hours of lecture, recitation, discussion, or equivalent, exclusive of the time devoted to final examinations. On the average, two hours of preparation should accompany each hour spent in lecture, etc. Two to four hours of laboratory work are equivalent to one hour of recitation.

**HONORS AND HONOR POINTS:** In order to determine the student's scholarship level, the following points are assigned for each hour of the indicated grade: A, 4; B, 3; C, 2; D, 1; F and I, 0. A grade of "W" is not used in determining scholarship levels.

A Dean's List is published each semester of those achieving high scholarship. To be eligible for the Dean's List a student must be carrying 12 or more hours of work and have an average scholarship level of 3.50.

Students who achieve a scholastic level of 3.30 points during their entire college course are graduated **cum laude**. Those with an average of 3.60 are

graduated **magna cum laude**. Those with an average of 3.85 or greater graduated **summa cum laude**.

**SCHOLARSHIP LEVELS:** The scholarship level or grade point average is computed by dividing the hours attempted into the total honor points.

To be in good standing, a student must maintain a grade point average according to the scale listed below:

	ACADEMIC WARNING	PROBATION
At the end of the first semester	Less than 1.50	Less than 1.35
When 26 hours are attempted	Less than 1.75	Less than 1.50
When 56 semester hours are attempted	Less than 2.00	Less than 1.75
When 80 semester hours are attempted		Less than 2.00

Academic Warning status does not carry any restrictions. It is an early warning to students who are in danger of getting on probation.

The probation policy applies to the regular school session. Probation is normally removed only at the end of a semester, but never at mid-semester. Failure to remove the probationary status the next semester will make the student subject to suspension.

Students who have been suspended will normally be required to drop out for at least a full semester. They may be permitted, however, to attend the summer session, and if they achieve an adequate record on a program of summer work approved in advance by the Academic Retention Committee, they may be accepted for readmission for the fall semester.

Students who have been suspended must make application to the Academic Retention Committee for readmission, giving evidence that they will be able to do satisfactory academic work if readmitted. **In general, the second suspension will be permanent.**

Students on academic probation will be limited to not more than the normal load. **When students are on academic probation, they are not eligible to represent the University in any extracurricular activity, such as intercollegiate athletics, chorus, debate, band, dramatic productions, and student publications.** Representing the University includes a public performance or trip in behalf of the activity but does not include regular meetings of the activity. Mid-semester grades are not used to establish eligibility.

To be eligible to participate in intercollegiate athletics after the freshman year, a student must have at least a 1.50 cumulative grade point average when 24 hours have been earned.

To be eligible to participate in intercollegiate athletics after the sophomore year, a student must have at least a 2.00 cumulative grade point average when 56 semester hours have been earned.

The University will attempt to notify both the students and their parents regarding scholarship deficiency. Students, however, are at all times personally responsible for maintaining proper academic standards.

**PROGRAM FOR ACADEMIC SUCCESS (PASS):** Entering freshmen with Composite ACT scores under 15 will be placed in an academic enrichment program in order to improve their study skills, reading, English, and math. If they make high enough on an academic skills test they will be exempted from one or more of these classes.

**REPEAT COURSES:** Students may repeat any course which they have 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.** The GPA may not be raised by repeating a course and then withdrawing from it.

**AMOUNT OF WORK:** The normal course load is 16 hours per semester. Many first semester freshmen, however, will find it advisable to limit their load to 14 or 15 hours; 18 hours is the absolute maximum load permitted a freshman.

Students who work for part of their expenses may be restricted in the amount of course work to be carried if, in the judgment of the appropriate academic dean, they are attempting to undertake more than they can satisfactorily do.

Juniors and seniors whose scholarship level for the semester preceding is 3.00 or whose cumulative grade-point average is 3.00 may carry 20 hours of credit. **Under no circumstances will a student be permitted to enroll in more than 20 hours per semester.** The maximum credit that can be earned during the supervised teaching semester normally is 17 hours, but the Dean of the School of Education may permit 18 hours when circumstances justify.

**DUAL ENROLLEMENT:** Only in exceptional cases, granted by the appropriate academic dean, will a student be permitted to enroll in another institution while taking classes at Harding University.

**TRANSFER CREDIT:** Transfer credit will count as upper-level credit only if the course has a junior-senior status at the institution where taken. A student must complete a minimum of 60 hours at a four year institution. 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 program.

**ADVANCED PLACEMENT CREDIT:** Harding will grant college credit for courses successfully completed in the Advanced Placement Program of the College Entrance Examination Board by entering freshmen while they were in high school. For scores of 5, 4, and 3, the semester hours of credit permitted will be that allowed for the corresponding freshman course or sequence of courses at Harding, but no grade will be assigned. Freshmen earning advanced placement credit may take sophomore-level courses in the academic area in which the credit was earned.

**CLEP CREDIT:** A maximum of 25 semester hours may be earned on the basis of scores achieved on the College-Level Examination Program (CLEP) General Examinations of Educational Testing Service, but no grade

will be assigned and the CLEP General Examinations must be taken no later than the first date following enrollment as a freshman at the University. Students are urged to take the CLEP General Examinations at least six weeks prior to the date of enrollment OR to take the tests administered on an institutional basis the first day of the semester so that their scores will be available for academic advising. **CLEP credit applies toward advancing the classification of a student. A student who has earned college credit is not eligible to take the CLEP General Examinations.**

Credit may also be earned on certain CLEP Subject Examinations by achieving a score of 50 or higher. CLEP Subject Examinations may be taken at any test date during the student's undergraduate career unless the student has failed that course, either in regular attendance or by examination. For additional information, the student should check with the Director of Institutional Testing.

Generally, recent high school graduates will not be concerned about CLEP examinations unless they rank at the 85th percentile or higher on national norms on such tests as ACT, SAT, or the National Merit Scholarship Qualifying Test. The CLEP examinations will normally be administered by the Director of Institutional Testing of Harding.

The Educational Testing Service charges a \$35 fee per test and Harding has a \$5 fee per test administration for taking the CLEP examination. If the student qualifies for credit, an additional fee of \$10 is charged for each course recorded for credit by the registrar.

**Any refund for a course dropped because of CLEP credit will be processed in keeping with the cataloged policies for dropping a course.**

The chart below outlines the basis for earning CLEP credit on the General Examinations:

CLEP General Exam	Minimum		Hours Credit
	Score	Course Credit	
English Composition with essay	500	English 103	3
	520	Proficiency Requirement	0
Humanities:			
Literature	50	*Literature of Western World	3
Fine Arts	50	*Fine Arts	2
Mathematics	500	Mathematics 101	3
	525	Mathematics 105	3
Natural Science			
Biology	50	Biology 111	3
Physical Science	50	*Physical Science	2
Social Science-History			
History	50	History 101	3
Social Science	50	*Social Science	3
MAXIMUM TOTAL HOURS			25

\* Specific course number will not be listed on the student's academic record, but the credit will count toward satisfying general education requirements in the respective area.

The English Composition with essay is administered four times a year — in January, April, June, and October. It is highly recommended that entering students complete the English Examination in January, April, or June. Students may elect to take the College Composition with Essay Subject Examination to earn credit in English 103. The other CLEP General Examinations are administered monthly on the Thursday of the third week. In order to take a CLEP test, the student must submit to the Institutional Testing Office, at least one month in advance of the desired test date, a completed application form accompanied by checks for the appropriate fees.

Students may register for the examinations by obtaining CLEP application forms from their high school counselors or by writing to Dr. Thomas M. Howard, Director of Institutional Testing, Box 931, Harding University, Searcy, AR 72143. A CLEP Test Center booklet listing test centers and testing dates is available from CLEP Publication Orders, Box 2814, Princeton, NJ 08540.

**EXEMPTION TESTS:** A student who has achieved in his high school program or by independent study the proficiency expected in a general education course may in most general education courses exempt the specific course requirement by satisfactorily passing a comprehensive examination or series of tests over the course; however, no hours of credit are received. The candidate is charged a fee of \$10 per course for exemption tests.

**CORRESPONDENCE CREDIT:** A maximum of 18 semester 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 a student is in residence, the hours of credit carried by correspondence will be 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 and **must be taken from a college or university that is a member of the National University Extension Association.** A minimum grade of "C" must be achieved for the credit to transfer. A course that has been previously failed by a student will not be approved for correspondence study.

**CREDIT BY EXAMINATION:** To encourage independent achievement, regularly enrolled students with a minimum cumulative grade point average of 3.00 may earn credit by comprehensive examination in courses in which they have acquired the understanding normally gained through course work. Beginning freshmen whose high school records and entrance examinations would seem to warrant may receive credit by examination for courses which would largely duplicate work completed in high school.

Application for such examinations must be made on a form supplied by the Registrar's Office and must have approval of the instructor in the course, the department chairman, and the Vice President for Academic Affairs.

The type of examination to be given is determined by a departmental committee. The candidate for an examination for credit is charged a fee of \$10 upon application and pays the regular tuition for the course when credit is granted. **A grade of "C" or higher must be achieved to receive credit by examination.** A student who has dropped or failed a course, either in regular attendance or by examination, may not apply for credit by examination in that course.

A maximum of 32 hours of work completed by examination, correspondence, CLEP, and extension combined may be offered in fulfillment of the requirements for the Bachelor's degree.

**VALIDATION TESTS:** A student who has taken courses of study in a non-collegiate program such as a hospital, business school, or vocational

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school may be permitted to validate college credit for such comprehensive examinations for comparable courses offered at Harding. The candidate is charged a fee of \$10 per course for the validation tests. A **grade of "C" or higher must be achieved to receive validation credit.** Upon successful completion of a validation test, the Registrar will record the credit without additional charge to the student, but no grade will be assigned. College credit earned by validating courses successfully completed in a non-collegiate program is not counted in the 32-hour maximum noted above.

**Degrees granted** by Harding University at its main campus in Searcy are the Associate of Arts (in applied office science only), Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Education, Master of Science in Education, and Master of Science in Accounting.

Requirements for the Master of Education and the Master of Science in Education degrees are contained in the **Graduate Catalog**, which may be obtained upon request from Dr. Wyatt Jones, Director of Graduate Studies.

Requirements for the Master of Science in Accounting degree are listed in the School of Business section in this catalog. A more complete description of the program can be obtained from George Oliver, Acting Dean of the School of Business.

Requirements for the graduate degrees offered at the Harding Graduate School of Religion are contained in the catalog of the Graduate School of Religion which may be had upon request from Dr. Bill Flatt, Registrar, 1000 Cherry Road, Memphis, TN 38117.

**STATUTES OF LIMITATION:** The terms of graduation outlined in the catalog under which a student enrolls at Harding may be withdrawn or superseded by later requirements if the student is not graduated within four years of the time one would normally graduate.

**A Bachelor's degree requires** the completion of at least 128 semester hours of work, at least 32 of which must be in residence at Harding University. In addition, at least 23 of the last 32 required for graduation must be completed in residence at Harding, except for students who are entering certain professional fields, as explained in a subsequent paragraph.

For students pursuing certain professional programs of study that are highly academic in nature, the following provisions have been approved. At least 32 of the last 40 semester hours immediately preceding entry into the approved professional school, including at least 12 upper-level hours in the area of the major, must be completed at Harding with a minimum 2.00 average. At least 96 semester hours of liberal arts study must be com-

pleted prior to entry into the professional program, all other specific graduation requirements must be satisfied, and the first two years in the professional school must be successfully completed. If the professional program normally requires less than two years, the entire program must be satisfactorily completed. For some programs, passing the professional certifying examination may be required. Each student planning to apply a professional program toward satisfying degree requirements at Harding should obtain a written statement of approval from the Vice President for Academic Affairs of Harding **prior** to beginning the professional program.

Candidates for a degree must have a minimum cumulative average of 2.00 in all work attempted and also a minimum average of not less than 2.00 in all work in the major field. A minimum grade point average of 2.00 in all work taken at Harding is required, as well as a minimum grade point average of 2.00 in all work taken at Harding in the major field.

Candidates for a degree must also complete 45 hours in advanced-level courses. Courses at Harding numbered 250-499 taken by second-semester sophomores and by juniors and seniors count as advanced credit. First-semester sophomores may receive advanced credit in these courses provided they are preceded by a year of freshman credit in the same subject. Transfer credit **carrying junior-senior level status at the institution where taken** counts as advanced credit, normally 300-level courses at a senior college or university.

To insure a minimum level of competency in writing, **credit in English 249, English Proficiency**, earned during the junior or senior year, is **required for graduation.** Students who have not met one of the waivers for English 249 by the time they have completed 105 semester hours, will be required to earn credit in English 249.

English 249 will be waived, however, for a student who:

- (1) Achieves a score of 520 or higher on the General CLEP English Composition with Essay Test, or
- (2) Achieves a grade of "B" or higher in English 103 at **Harding University**, or
- (3) Achieves a grade of "C" or higher in English 281 at **Harding University**, or
- (4) Transfers with an a grade of "A" in freshman English or
- (5) Receives credit in English 103 at **Harding University** by the CLEP Subject Examination in English composition, or
- (6) Receives credit in English 103 at **Harding University** through the Advanced Placement Program, or
- (7) Passes a proficiency test in written English (JEP) **after** reaching junior standing. A student may attempt this test no more than **four** times.

Transfer students must complete at Harding at least 9 advanced level hours in their major field, **except for Bible majors**, who must complete at Harding a minimum of 10 upper-level hours in Bible.

In addition to achieving a satisfactory scholastic record the candidate for any degree must be of good moral character. A student must have faculty



approval to attain senior status and to become a degree candidate. During the first semester of the senior year, a student must present to the Registrar a formal application for graduation. A student must also satisfy the Junior English Proficiency requirement, register with the Placement Office, and, for a student who completes the teacher education program, take the National Teacher Examinations before becoming a candidate for graduation. Specific requirements for each departmental major are outlined preceding the description of courses for the department. Unless otherwise stated, the degree conferred upon the completion of the curriculum of any department is the Bachelor of Arts.

**The Undergraduate Curriculum** is organized by divisions into two phases: The General Education Requirements and the Major and Minor Fields of Concentration.

**THE GENERAL EDUCATION PROGRAM** is vital because the complex circumstances of our times require an understanding of basic principles in the areas which affect our lives most closely. The sciences give insight into the laws of life and of the physical world and suggest how these may be related to the advancement of human welfare. Literature, philosophy, and the creative arts helped to build our present culture. History and social science present the effort of men to meet their basic social problems and point the way to better understandings. These disciplines, with a knowledge of one's own nature and relation to their Creator, should enable the students to arrive at wholesome attitudes toward the world and their responsibilities to man and to God.

The General Education requirements are designed to give all students these basic understandings, to develop certain essential and fundamental skills which all should possess, and to furnish a broad foundation to knowledge for advanced level courses. Any specific waivers or substitutions in the general education program for a given major are listed in the outline of that major in the later section of this Catalog entitled, **Courses of Instruction**.

The General Education courses are:

- I. Understanding Religious and Spiritual Values:
  - \*Bible 101, 112; two courses from Bible 211, 213, 215, 234 . . . . . 8
- II. Understanding the Human and Creative Spirit:
  - A. The means of communication:
    - \*\*English 103 and ComO 101 . . . . . 6
  - B. The creative spirit:
    - Art 101, Music 101, \*\*\*English 201, 202 . . . . . 10
- III. Understanding the Living World:
  - A. The world of life: \*\*\*\*Biology 111 . . . . . 3
  - B. Health and recreation:
    - \*\*\*\*\*Physical Education 101 and 2 additional hours elected from Physical Education 112, 117, 118, 119, 120, 121, 122, 124, 126, 127, 128, 214, 215, 222; Recreation 130, 131, 132, 133; and, for physical education majors and minors, and sports management majors, Physical Education 355, 356. . . . . 4

IV. Understanding the Physical World:

- A. The language of mathematics:
  - #Mathematics 101 or a more advanced course . . . . . 3
- B. The physical world:
  - ##Physical Science 101, 102. . . . . 4

V. Understanding the Social World:

- A. The historical scene:
  - ###History 101, 111 . . . . . 6
- B. The economic, political, and social scene:
  - ###From Economics 201, Political Science 202, Political Science 205, and Sociology 203 . . . . . 6

VI. Understanding Human Behavior:

- ###Psychology 131. . . . . 3

\* Students who transfer to Harding as juniors or seniors may satisfy the minimum graduation requirement in Bible of 8 hours by taking upper-level textual courses that include both Old Testament and New Testament courses. The following upper-level substitutes are approved:

- For Bible 101: Bible 303, 304, 305, 307, 308, 319 or 402.
- For Bible 112: Bible 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, or 410
- For Bible 211, 213, 215, or 234: Any of the above courses not used as a substitute for Bible 112.

\*\* Entering freshmen with a composite score of 11 or below on the ACT test will be required to take English 100, and then English 102 prior to enrolling in English 103. Other entering freshmen with a score of 17 or below on the ACT English Test will be required to take English 102 prior to enrolling in English 103. Students planning to certify to teach or to enter most professional schools of medicine, engineering, etc., whose program requires 6 hours of English Composition, may satisfy the requirement with 102 and 103 or 103 and 104. Six hours of composition will be required of any student who receives a grade of "D" in English 103.

\*\*\* Majors in nursing may substitute English 251, 252, 271, or 272. Students certifying to teach English should take 251, 252, instead of 201, 202.

\*\*\*\* Biology 111 may be satisfied by Biology 151 or 250.

\*\*\*\*\* Please note the following health and recreation provision.

1. All prospective teachers must take Health Education 203 in addition to P.E. 101 and 1 additional hour in physical education activity courses. Elementary education majors must also take P.E. 330.
2. Students who transfer to Harding lacking fewer than 2 hours of physical education activity will not be required to take P.E. 101.
3. Veterans who have spent a year in the armed services may be given credit for 4 hours of activity and are excused from this requirement by making application to the Registrar.

# 1. Mathematics 115 (a substitute for 101) is required of all elementary and special education majors. Except for those seeking secondary certification, students whose major does not specify Math 105, 210, etc., may satisfy this general education requirement by achieving a score of 26 or higher on the ACT Mathematics Test. Any student certifying to teach must have 3 hours of mathematics credit.

2. Students majoring in home economics, psychology, social work, and/or sociology should take Mathematics 105 to satisfy this requirement. Students majoring in business or a natural science should take Mathematics 105 if they had only one year of high school algebra.

## Phys. Sci. 102 may be satisfied by Chemistry 114 or 121 or Physics 201 or 211.

### 1. For students who transfer to Harding, 6 hours of American History and 6 hours of European history or western civilization will meet the general social science requirement for graduation.

2. Students certifying to teach must elect Political Science 205 and Sociology 203 or Political Science 202. Transfer students must be certain that they have History 101 or equivalent since 3 hours in an American History course are also required for certification.

3. Students certifying to teach in Social Science must elect Psychology 201 as well as Political Science 205 and Sociology 203 or Political Science 202.

4. Majors in nursing, social work and sociology should elect Sociology 203 for one of these courses in satisfying the education requirements. Majors in nursing may substitute one course from Anthropology 205, 315, 320, 381, 401 and/or Sociology 301, 305, 345 in satisfying this requirement.

5. **Foreign students**, by Arkansas law, must include both History 101 and Political Science 205 in their degree plans.

#### Psychology 131 may be satisfied by Psychology 201. Also, in place of Psychology 131, all students preparing to teach must take Education 203, except vocational home economics majors, who will take Home Economics 322, 323.

**MAJOR AND MINOR FIELDS** of concentration should be chosen no later than the beginning of the junior year. Students choose fields of concentration which normally consist of a departmental major of 30 to 42 semester hours. The maximum number of hours in a given department that can count toward satisfying the minimum 128 hours required for graduation is 12 hours more than the minimum required for the major. This major concentration must be supported by a minor which consists of at least 18 hours from another field. In a departmental major, 18 semester hours, and in a minor, 6 hours must be in upper-level courses.

A student may elect, however, a broad area major. In a broad area major the student must complete a minimum of 48 hours in the area, 24 of which must be upper-level courses. A minor is not required.

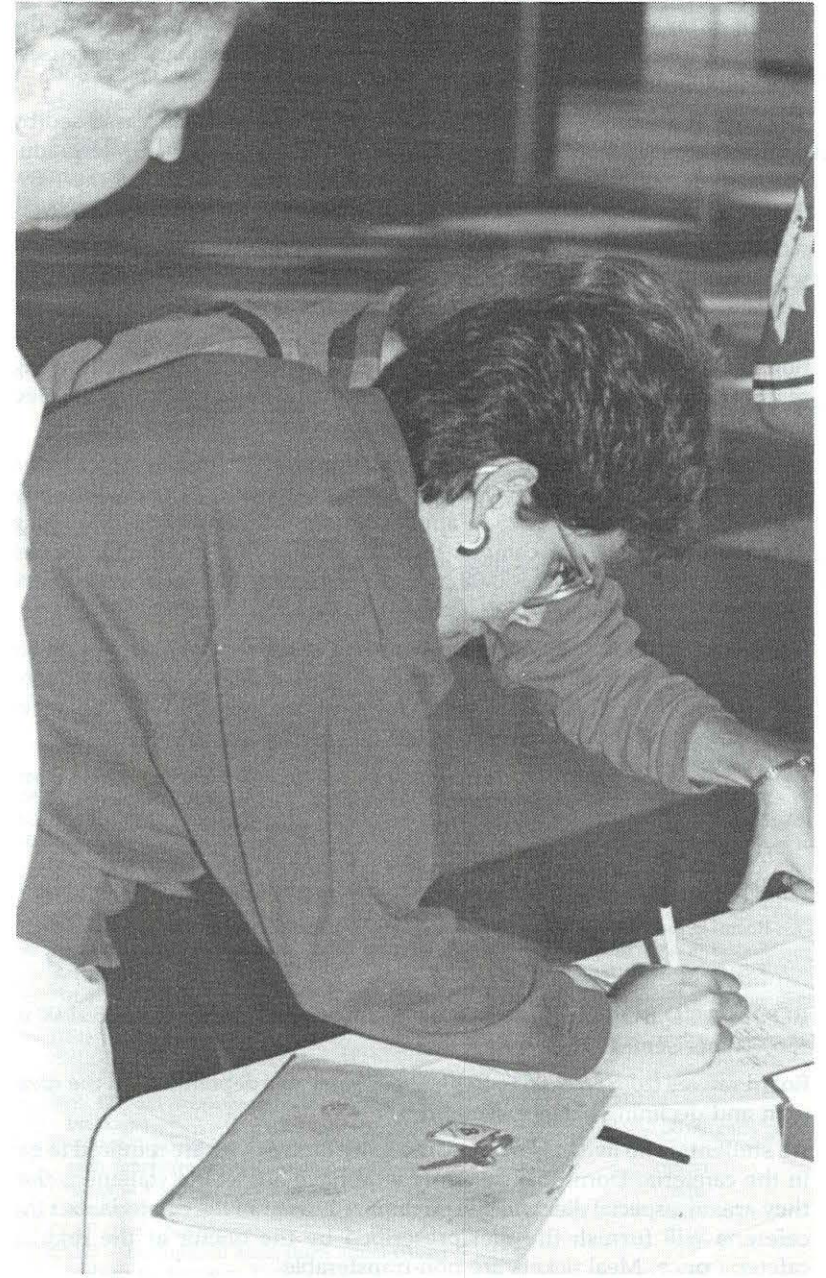
In the case of students who have made a choice of a vocation or profession for which there is no established departmental major or broad area major, a special area of concentration may be arranged by the Vice President for Academic Affairs and the chairmen of the departments concerned. A student who is interested in exploring the possibility of such a major should contact the Vice President for Academic Affairs.

A student desiring to obtain a double major in a department which offers two or more majors having a large common core of course requirements must complete a minimum of 15 hours beyond the number of required hours in the major, in addition to completing the cataloged courses specifically listed for each major.

A student who desires to obtain two baccalaureate degrees at graduation or to return and earn a second baccalaureate degree must complete a minimum of 160 hours.

Two identical degrees will not be conferred at the same convocation.

Expenses . . . Financial Aid . . . Scholarships . . . Work . . . Loans . . .  
Government Grants . . . Application for Aid



**What will college cost?** This is a most pressing question in the mind of high school seniors and parents. Then, when the costs are known, another question: How can we afford it? This section will present educational costs in a realistic manner, together with practical methods of meeting these expenses. Harding University, a private institution without benefit of tax support, must meet its operating costs by income from the following sources: student fees, government grants, auxiliary enterprises, gifts, and endowment earnings.

The cost of attending Harding is moderate compared to that assessed by many colleges and universities of the same size and quality. Undergraduate expense estimates may be based on the following charges for the 1989-90 school year.

**ADMISSION FEES REQUIRED:** There are two fees which should be sent with the Application for Admission — a \$25.00 application fee and a \$50.00 housing reservation fee. The application fee is non-refundable and is designed to cover the cost of application processing. The housing reservation fee is a deposit and is applied to the student's account. The housing reservation fee will be refunded if the housing reservation is canceled more than ninety (90) days prior to the proposed enrollment date.

The fees may be forwarded in the form of one check or money order in the amount of \$75.00 made payable to Harding University. Commuting students should file only the \$25.00 application fee. Married students wishing to make application for campus housing should file, in addition to the \$25.00 application fee, a \$50.00 apartment reservation fee for a total of \$75.00.

**GENERAL EXPENSES:** A typical boarding student taking 15 hours per semester can meet all regular expenses of tuition, fees, room, and board for \$6,613.50 for the school year. A non-boarding student can meet expenses of tuition and fees for \$4,207.50.

**ROOM AND BOARD:** Rooms in the residence halls range from \$504.00 to \$580.00 per semester.

	Semester	Year
Tuition and Fees (15 semester hours)	\$2,103.75	\$4,207.50
Meals	699.00	1,398.00
* Room Rent	504.00	1,008.00
<b>Total Basic Cost for Typical Student</b>	<b>\$3,306.75</b>	<b>\$6,613.50</b>

\* Rooms in Armstrong, Cathcart, Kendall, and Graduate Halls will be \$504.00 per semester. Rooms in New Men's Dorm, Sears, Stephens, Keller, Harbin, and Pattie Cobb will be \$580.00 per semester.

**BOARD:** Board ranges from \$699.00 to \$910.00 per semester depending on the meal plan and declining balance selected.

All students who live in Harding University dormitories are required to eat in the cafeteria. Dormitory students who have a doctor's statement that they are on a special diet will still be required to eat in the cafeteria, but the cafeteria will furnish the diet prescribed by the doctor at the regular cafeteria price. Meal tickets are non-transferable.

Married students may rent modern, completely furnished apartments on campus for \$165.00 (one bedroom) and \$175.00 (two bedroom) per month, plus utilities in the East Married Student Apartments. The West Married Student Apartments rent for \$165.00 (one bedroom) and \$210.00 (two bedroom) per month, plus utilities.

A reservation fee of \$50.00 is required to reserve a room. A reservation fee of \$50.00 is required to reserve an apartment. These fees are refundable if the reservation is canceled 30 days prior to occupancy date.

**SPECIAL TUITION AND FEES:** Private instruction in piano, voice, band instruments, orchestral instruments, and speech require, in addition to the semester hour tuition charge, a special fee as follows:

	Semester	Year
Two private lessons per week	\$207.00	\$414.00
One private lesson per week	118.50	237.00
Music 211, 212 instrument rental	21.50	
Piano rental, each hour	21.50	
Voice 100 (includes practice fee)	109.00	

The fee scales for clinical services provided by the Speech and Hearing Clinic are as follows:

Sixty minute session, once a week	\$11.50
Thirty minute session, twice a week	11.50
Thirty minute session, three times a week	17.00
Forty-five minute session, twice a week	17.00
Speech and Language evaluation (articulation, language, etc.)	24.00
Language evaluation (I.T.P.A., Aphasia, or P.I.A.T., etc.)	30.00
Hearing evaluation	Charge based on individual service

**OTHER SPECIAL FEES:**

ACT Residual Test fee	\$15.00
Advanced Placement Credit (per course)	10.00
Air-conditioner in room (student's own A-C)	73.50 per sem. (79.00 per summer)
Art 105	11.00
Art 205, 260 fees	7.00 each
Art 211 fee	16.00
Art 235, 255 fees	45.00 each
Art 312, 375, 575 fees	6.00
Art 340 fee	39.00
Art 345 fee	48.50
Art 360, 560	27.00
Art 365	37.50
Art 400, 401	48.50 each
Art 475, 675 fees	Appropriate above listed fee applies
Automobile registration fee	16.00
Bible 164, 364 fee	161.00 each
Biol. 152, 252, 308, 311, 313, 343, 352, 416, 508, 516, 543, 552 fees	11.00 each
Biol. 421, 521 Breakage deposit (returnable less breakage)	30.00 each
Breakage deposits in chemistry and physics each course (returnable less breakage)	30.00
Change of class fee, each change	5.00
Chem. 405, 505 (nonrefundable)	40.00 each
CLEP credit (per course)	10.00
CLEP — Institutional exam (each examination) (subject to change by College Board)	32.50

CLEP — National exam (each examination) (subject to change by College Board)	37.50
CLEP — Test Administration Fee	5.00
ComD 300	13.50
ComD 400, 500	12.00 each
ComD 420, 421	54.00 each
ComM 220, 305 fees	27.00
Deferred payment fee	10.00
Driver instruction, no credit, affiliated with Health Educ. 312/512 in Spring	93.00
Education 204 PPST (Subject to change by ETS)	43.00
Education 381, 481 fees	27.00 each
Education 320-520	12.50
Education 403	12.50
Education 383, 441, 442, 451, 461, 475 fees	54.00 each
Education 419-430	12.50
Graduation fee (required of all graduates whether attending graduation exercise or not)	43.00
Graduation fee (for second undergraduate degree)	43.00
Harding University in Florence, Italy (Subject to change with international air tariff and value of dollar)	5,922.00
History 251 fee	27.00
Key Deposit	25.00
Late Registration	
On Wed., Thurs., and Friday after cataloged date	19.00
On the following Monday, Tuesday, or Wednesday	31.00
After Wednesday of second week	37.50
Make-up final examination — each	5.00
Microwave (student's own microwave)	21.50 per sem.
Music 211, 212 (Instrument rental)	21.50 each
National Teacher Examination (subject to change by ETS)	80.00
Nursing 205	54.00
Nursing 301	81.00
Nursing 315	81.00
Nursing 401	242.00
Nursing malpractice insurance included in course fees	
Permit for credit by examination — plus regular tuition if credit earned	10.00 per course
Permit for exemption tests	10.00 per course
Permit for validation tests	10.00 per course
Physical Education 124	18.00
Physical Education 355	8.00
Physical Education 302, 502 fees	11.00
Placement Office credentials for alumni	3.00 each set
P. O. Box Rent	11.00
Recreation 130 fee	24.50
Recreation 133 fee	Varies with activity
Telecommunication fee	40.00 per student
Transcript of academic record	2.00
Rush order of transcript	2.00 extra
Transcript of National Test Scores (after first copy)	1.00
Tuition for auditing class	62.75 per sem. hr.

**THE SUMMER SESSION:** The summer session at Harding is an integral part of the total program of the institution. By means of the summer session students can either accelerate or broaden their educational programs. Summer students have the advantage at Harding of air-conditioned classrooms, residence halls, library, student center, and cafeteria.

The regular summer session is divided into two 5-week terms of 5 days per week. A student may carry a maximum of 14 hours for the regular summer

1989-1990 Harding University Catalog — not more than 7 hours either term. An additional 4 hours may be earned during the intersession that precedes the regular summer session. Expenses based on 6 hours each term are as follows:

**FOR 1990 SUMMER SESSION**

	For 5 Weeks	For 10 Weeks
Tuition and Fees (6 hours)	\$841.50	\$1,683.00
Rooms (double occupancy)	174.00	348.00
(single occupancy)	207.50	415.00
Board	241.50	483.00
<b>TOTAL (for double occupancy)</b>	<b>\$1,257.00</b>	<b>\$2,514.00</b>

Reservations and requests for information for the summer session should be directed to the Director of Admissions. See the Summer School Bulletin for the financial policy for the summer session.

Harding will also offer a limited number of courses in a 2½-week Intersession, May 14-30, 1990, between the spring semester commencement and the beginning of the summer session. If interested, write Dr. Larry Long, Director of the Summer Session, Harding University, Box 898, Searcy, AR 72143, for a copy of the **Summer School Bulletin**.

**GRADUATE SCHOOL EXPENSES:** For a summary of the tuition and fees for graduate students working toward the degrees of Master of Education and Master of Science in Education, see the Graduate Catalog. The same facilities for room and board are available for graduate students as for undergraduates at the same rate. Expenses for graduate students in Bible and Religion can be found in the Bulletin of the Harding Graduate School of Religion, 1000 Cherry Road, Memphis, Tennessee, 38117.

**GENERAL POLICIES:** No diploma, certificate, transcript, semester grade report, or a letter of recommendation will be granted to students who have failed to take care of any indebtedness to the University. Transcripts to other schools cannot be released until all accounts are paid in full. (Exception is made for government loans if they are not past due.)

At the discretion of the administration of Harding, students may be suspended for non-payment of their indebtedness. Students who have not cleared all financial obligations to the University will not receive grades or credits.

All compensation due students employed by Harding can be received if the student's account is up-to-date according to the published payment plan. Semester charges are not reduced when a student enrolls late.

**DEFERRED PAYMENTS:** A charge of \$10.00 each semester is made for those students who wish to pay their bills by installment.

A payment of \$950.00 each semester must be made by all students at time of registration. The balance of the account may be sent home for payment or may be paid in three monthly installments as follows:

First Semester: September 20	Second Semester: February 5
October 20	March 5
November 20	April 5

**Books and supplies must be paid for at time of purchase.**

**REFUNDS:** Since the operating costs of a university must be based upon an estimated enrollment, all students are granted admission with the understanding that they are to remain at least one semester.

**After a student registers, there will be no refund of general fees.**

When a student officially withdraws, refund of tuition (hours charged only) will be governed by the following policy calculated from the cataloged date for enrollment:

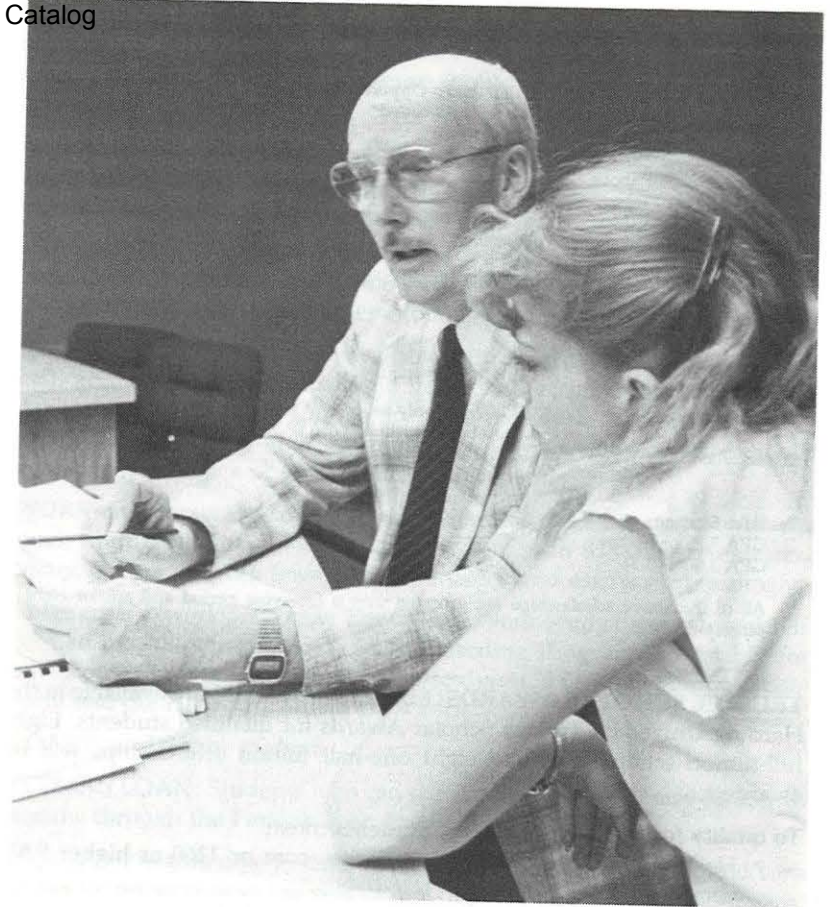
Within first week	90 per cent refund of tuition
Within second week	80 per cent refund of tuition
Within third week	60 per cent refund of tuition
Within fourth week	40 per cent refund of tuition
Within fifth week	20 per cent refund of tuition
After fifth week	No refund of tuition

Students leaving the dormitory by permission of the administration will be refunded rent for the unused time except that any part of a four week period started will be counted as a full period.

Board will be refunded when the student ID is returned to the Business Office. Cost of meals and declining balance will be due for any week started plus any declining balance spent over the amount prorated. No refund can be made for meals missed while the student is enrolled. The official check-out from the dormitory is the determining factor for meal refunds.

Refunds cannot be made for meals missed due to late enrollment. Students dropping private music will be charged a fee of \$11.00 for the first lesson plus a prorated amount for the remainder of the lessons taken. Scholarships will be charged back at the same rate tuition is refunded. If the withdrawal results from the student's misconduct, the institution is under no obligation to make any refunds.

**BREAKAGE REFUND:** Students withdrawing prior to the close of a semester or at the end of the first semester will make application for breakage refund at the Business Office. If the application is not completed within thirty days after withdrawal, the deposit will be forfeited. Accounts must be cleared for a cash refund.



**Financial Aid** is available to Harding students from at least four sources: scholarships, student work, loans and government grants. No student who has the ability and desire to attend should be deprived of a Christian education at Harding because of financial hindrances. To qualify for certain financial assistance, a student must be enrolled for at least 12 hours each semester. Before enrolling for fewer than 12 hours, students receiving financial assistance should check with the Office of Student Financial Services to find out the effect it will have on their plans for financial assistance.

Students must be enrolled full-time each semester that they receive an academic scholarship.

Students should request that a copy of their ACT or National Merit Test report card be sent to the Director of Admissions. The official test report is required. A photostatic copy of the scores is not acceptable.

To retain academic scholarships, recipients must maintain a cumulative grade point average.

Type	Scholarship Opportunities Amount Awarded*	Required GPA To Maintain
1. ACT of 32 or above SAT of 1360 or above	\$8,800	3.00
2. ACT of 31 SAT — 1310-1350	\$6,800	3.00
3. ACT of 30 SAT — 1260-1300	\$4,800	3.00
4. ACT of 28-29 SAT — 1150-1250	\$3,600	3.00
5. ACT of 24-27 SAT — 980-1140	\$2,400	3.00
6. ACT of 20-23 SAT — 840-970	\$1,600	3.00
Valedictorian	\$1,200 can only be combined with ACT/SAT	3.00
Salutatorian	\$1,000 and can only be combined with ACT/SAT scholarship	3.00
<b>Transfer Students</b>		
GPA 3.75 or higher	\$800/year	3.00
GPA 3.50 — 3.74	\$700/year	3.00
GPA 3.25 — 3.49	\$600/year	3.00
* All of the above scholarships are prorated over a four-year period and are for eight semesters only.		

**TRUSTEE SCHOLAR AWARDS:** Sixteen scholarships are available in the Harding University Trustee Scholar Awards for qualified students. Eight full-tuition scholarships and eight one-half tuition scholarships will be awarded.

To qualify for these scholarships, students must:

- Have a 30 or higher ACT composite score or 1260 or higher SAT combined score.
- Have a 3.5 Grade Point Average (based on 4.0).
- Be a full-time dormitory student.
- Possess leadership ability.
- Have good moral character.
- Be a member of the Church of Christ.
- Be a new Harding student with less than 14 transferable semester college hours including CLEP and Advanced Placement credit.

To maintain the scholarship, a student must meet the following criteria:

- 3.25 cumulative GPA thereafter
- Be a full-time dormitory student

Note: These scholarships are for four years (eight semesters).

Students must be accepted to Harding University and apply for the scholarship by April 1. Acceptance of the scholarship must be made within two weeks of notification.

**NATIONAL MERIT SCHOLARS:** An unlimited number of scholarships are available to National Merit Scholarship *finalists* who attend Harding.

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Scholarships provide full tuition and fees. During a student's eight semesters of enrollment the amount awarded to a student will be approximately \$18,000. To apply, students should have their National Merit scores sent to Harding.

To maintain the scholarship, a student must meet the following criteria:

- 3.25 cumulative GPA thereafter
- Be a full-time student

**DEPARTMENTAL:** A few scholarships are given in speech and debate, vocal and instrumental music, home economics, and art. Those interested should write the appropriate department chairman for information.

**ATHLETIC:** Grants-in-aid are available only in men's football and basketball, and women's basketball and volleyball, according to rules of the Arkansas Intercollegiate Conference. The maximum grant-in-aid covers room, board, tuition, and registration fees. Interested students should write the head coach of each sport for information.

**WORK** on campus is a source of aid to Harding students, some of whom work up to 20 hours a week and earn more than \$1,000 per semester. Many, of course, work fewer hours per week and earn less accordingly.

There are two work programs: The College Work-Study Program, which is funded by the government, and the Harding Program. To qualify for either program, students must complete the ACT Family Financial Statement and the Harding Student Data Form.

**LOANS** available to students:

**PERKINS LOAN:** Students who can show a financial need may be able to borrow through the Perkins Loan Program.

Repayment begins nine months after the student leaves school and continues for no more than ten years at an interest rate of 5 per cent per year.

**STAFFORD STUDENT LOAN:** The Stafford Student Loan Program makes loans available to any student who shows a need to borrow. The loan is made through a student's hometown bank or other private lending agency.

Students may borrow through this program at an interest rate of 8 per cent during the first four years of repayment and then 10% for the remaining years of repayment. Repayment need not begin until a student graduates or ceases taking at least a half-time load of study. The government pays the interest while the student is in school. Some states have deadline dates for loan applications. This loan is available to both graduate and undergraduate students. If local lending institutions are unwilling to make student loans, other sources are available. Contact the Office of Student Financial Services for information.

**NURSING STUDENT LOAN:** This loan program is to assist students to pursue a course of study leading to a degree in nursing. For further information contact the Office of Student Financial Services.

**GOVERNMENT GRANTS** are available to many students 1989-1990 Harding University Catalog

**SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS:** Grants are available to undergraduate students with exceptional needs.

**PELL GRANTS:** All undergraduate students are eligible to apply for a Pell Grant. Application should be made using the ACT Family Financial Statement which can be obtained from the Office of Student Financial Services or from high school counselors.

**STATE GRANTS:** Residents of Arkansas, Pennsylvania, Vermont and Rhode Island may apply for a grant from their respective states.

**EXPENSES FOR VETERANS:** Those who have served more than 180 days in the armed forces since 1955 are eligible for an education allowance under the Veterans' Readjustment Benefits Acts of 1966. A veteran must be certified for eligibility by his local VA office, and must contact the appropriate representative in the Office of Student Financial Services at Harding. Veterans of the post Viet Nam period must have made contributions into the educational program (VEAP and New GI Bill) in order to receive benefits. There is also an educational program available to certain members of the Reserves of National Guard.

**Disabled:** Those entering under Public Law 16 for disabled veterans should apply to their 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 students receiving VA assistance are placed on academic probation and do not remove this probation by achieving a grade point average according to the scholarship levels shown on page 38, they will be suspended from receiving VA education benefits for one semester at the end of the semester they are on probation.

**VOCATIONAL REHABILITATION:** Students who are permanently disabled may receive, at no cost to themselves, vocational counseling and financial assistance toward the cost of their college education provided the vocational objective of the disabled person is approved by a rehabilitation counselor. The student should apply directly to the vocational rehabilitation counseling service of the Department of Education in his own state and should at the same time notify the Office of Student Financial Services at Harding so assistance may be given if necessary.

**APPLICATION FOR AID** should be made as follows:

1. Apply for admission. Application forms are available from the Office of Admissions Services.
2. Request application forms for aid from the Office of Student Financial Services.
3. Complete the ACT Family Financial Statement Form.

**SATISFACTORY ACADEMIC PROGRESS:** Students receiving Title IV Financial Aid must be making satisfactory academic progress toward a certificate or degree.

**UNDERGRADUATE DEGREE:** A minimum of 128 semester hours and cumulative grade point average of 2.00 are required for graduation. A full-time student must complete his degree within six years. A part-time student's maximum time will be based on a ratio of his part-time hours compared to full-time.

**GRADE POINT AVERAGE:** A student must maintain a grade point average according to the policy of Harding on scholarship levels, described in the academic section of this catalog.

**ANNUAL ACADEMIC REQUIREMENTS FOR A FULL-TIME STUDENT:** Fall, spring and summer shall constitute one academic year. The minimum numbers of semester hours to be successfully completed by the end of each academic year are as follows:

Academic years completed	1	2	3	4	5	6
Numbers of semester hours successfully completed	18	36	58	80	104	128

**ACADEMIC PROBATION AND SUSPENSION OF AID:** Failure to achieve the required grade point average will result in a student being placed on academic probation. If the probationary status is not removed that semester, the student will be subject to suspension.

Failure to complete the required number of hours for an academic year will also result in aid being suspended.

**REINSTATEMENT OF AID:** When students have achieved the grade point average for their classification and have successfully completed the number of hours for their academic year, they may receive aid for the next semester in which they enroll.

**GRADUATE AND HSBS STUDENTS:** Students in a graduate program or in the Harding School of Biblical Studies must comply with the academic progress policies as stated in their respective catalogs.

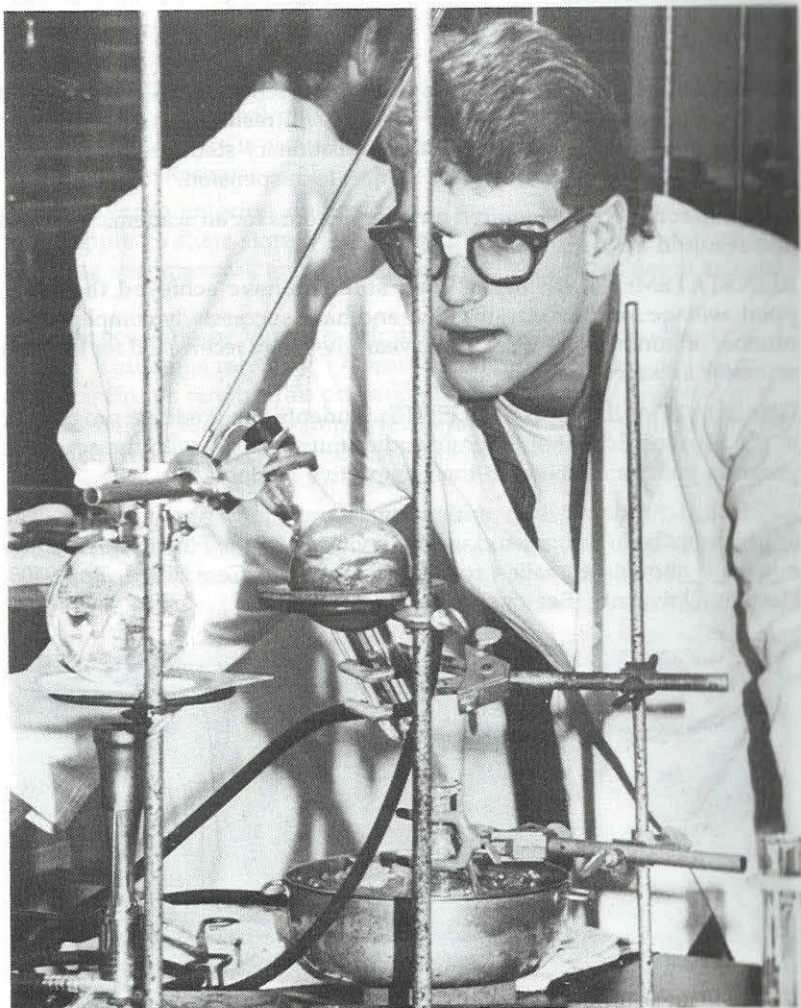
**APPEALS:** Students with mitigating circumstances may appeal. The appeal must be in writing and will be reviewed by the Financial Aid Committee. It should be mailed to the Financial Aid Committee, Box 9403, Harding University, Searcy, Arkansas, 72143.



# Courses of Instruction

1989-1990 Harding University Catalog

**COLLEGE OF ARTS AND SCIENCES:** Art . . . Biology . . . Communication . . . Cooperative Education . . . English Language and Literature . . . Foreign Languages and International Studies . . . General Science . . . General Studies . . . Harding University in Florence (Italy) Program . . . History and Social Science . . . Home Economics . . . Mathematics and Computer Science . . . Medical Technology . . . Music . . . Physical Education, Health, and Recreation . . . Physical Science . . . Psychology, Social Work, and Sociology . . . **COLLEGE OF BIBLE AND RELIGION . . . SCHOOL OF BUSINESS . . . SCHOOL OF EDUCATION . . . SCHOOL OF NURSING**



**Courses of instruction** are listed on the following pages. All courses will be offered as catalogued if enrollments justify. Courses offered "on demand" or "on sufficient demand" are also indicated. Some courses are offered on alternate years and students should take this into consideration in planning their schedules, especially for the junior and senior years.

Year courses which must be taken in sequence, the first being a prerequisite to the second, are designated by joining the course numbers for the two successive semesters by a hyphen, such as Chemistry 121-122. Year courses which need not be taken in sequence are designated by separating the course numbers by a comma, such as English 201, 202.

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.

**Courses numbered 300 or above are not open to freshmen.** Courses numbered 300-399 are primarily for juniors and seniors; but in a few situations sophomores may enroll in these courses with the consent of the instructor and the department chairman. **Courses numbered 400-449 are open only to juniors and seniors;** courses numbered 450-499 are open only to seniors. Courses numbered 500-599 may be taken for graduate credit by students who are qualified to take graduate courses but they have undergraduate numbers also. Credit in a course at the undergraduate level normally voids the course at the graduate level EXCEPT for "Independent Study" courses 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 nine hours of the baccalaureate degree may enroll for 500 and/or 600 courses if approved in advance by the Director of Graduate Studies, **credit in 500 and 600 courses cannot be applied toward meeting the baccalaureate degree requirements.**

The semester hours of credit which a course carries is shown in parentheses following the title of the course.

Harding University admits students of any race, color and national 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.





choose an elective instead. Many freshmen waive Mathematics 101 by achieving a score of 26 or higher on the ACT Mathematics Test; however, any student who certifies to teach must have 3 hours credit in mathematics and specific mathematics courses are required in many majors.

Further explanations: For students planning to major in specific fields or pursuing certain preprofessional courses, the above program must be changed to meet the requirements of the chosen major or profession. The following pages outline a number of preprofessional curricula. Majors involving business, dietetics, mathematics, the natural sciences, nursing, psychology, and vocational home economics assume that the student has adequate high school preparation in mathematics — at least a year and a half of algebra and a year of plane geometry. A student who is deficient in this preparation will need to take Mathematics 105 before taking 151 or 152. A student who has a good background in high school mathematics should take Mathematics 171 or 201 (Mathematics 210 for those in business) in lieu of 151, 152. Changes may be made in these programs by academic advisors, but changes in the junior and senior years should be made **only** after a careful check has been made of the degree program for remaining semesters.

For specific requirements students seeking a professional degree are advised to consult with their preprofessional advisor the most recent catalog of the professional school which they wish to attend. See the index for a listing of preprofessional advisors and for the various preprofessional programs which are available.

**LIBRARY SCIENCE**

Although some undergraduate colleges offer courses in library science, Harding University does not since it is necessary for an individual to obtain the Master's degree in library science in order to qualify as a professional librarian. In recent years, several Harding graduates have entered a Master's program in library science upon completion of the baccalaureate degree in one of the majors available at Harding. The University recommends that any students wishing to prepare for a career as a librarian consider the following in planning their undergraduate program:

1. Develop a broad knowledge in the liberal arts by electing a number of humanities, science, and social science courses,
2. Select more than the required courses in literature,
3. Major in the discipline interest since subject specialties in many areas are needed, and
4. Talk with the University librarian and request work in the library in order to obtain first-hand experience in the practice of librarianship.

Students who plan to specialize in school library work should also take the professional education courses required for certification in the state in which they plan to work as a librarian.

**PREAGRICULTURE (William F. Rushton, M.A. — Advisor)**

Students planning agriculture as a vocation or profession may take one year or in certain instances two years of preagriculture training at Harding.

The following is the suggested arrangement of courses. Students should check the curriculum of the college of agriculture they plan to enter to determine the specific electives they should choose.

First Year	Semester Hours	Second Year	Semester Hours
Biology 151, 152 .....	8	Biology 271, 313 .....	7
Chemistry 121, 122 .....	8	Chemistry 271 or 301 .....	4
From English 102-103-104 .....	6	English 201, 202 .....	6
History 101 .....	3	Com O 101 .....	3
P.E. 101 .....	2	*Electives .....	9
Bible 112, 101 .....	4	From Bible 211, 213, 215, 234 .....	4
	31		33

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

**PREARCHITECTURE (Greg Clayton, M.F.A. — Advisor)**

Architectural schools require a minimum of four years in residence at that school. 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 to the professional school. For students who prefer two years at Harding, the following program is recommended. If only one year can be taken at Harding, the advisor will prepare an appropriate one-year program. Students transferring to the University of Arkansas must plan to take FNAR 1062 and ARCH 2113, 2316 **there** during the summer to be accepted into the School of Architecture.

First Year	Semester Hours	Second Year	Semester Hours
Art 102 or 103, 104 .....	6	Comp. 101, Econ. 201 .....	5
Art 221 .....	3	Hist. 101, 111 .....	6
From Eng. 102, 103, 104 .....	6	Math. 251, 301 .....	8
Math. 171, 201 .....	10	Physics 211, 212 .....	8
P.E. 101 .....	2	From Bible 211, 213, 215, 234 .....	4
Bible 112, 101 .....	4		
Art 101 .....	2		
	33		31

**PRE DENTISTRY (Ronald Doran, M.S. — Advisor)**

Three years of college work are required for entrance to most schools of dentistry; however, preference is given to those who hold the Bachelor's degree. The pre dental student should maintain at least a 3.30 cumulative average. Students who wish to obtain a degree before entering dental school should select as their major biology, chemistry or general science, and include those courses listed below. Those who wish to transfer after three years should follow the curriculum here outlined. Upon request Harding will confer the baccalaureate degree with a major in general science on students who successfully complete two years in an approved school of dentistry, and who satisfy the other requirements for graduation.

Students transferring to the School of Dentistry of Baylor University, the University of Tennessee, or the University of Missouri at Kansas City should complete the following courses. Students are advised to obtain in advance the admission requirements of the school of dentistry they plan to enter.

First Year	F.	Sp.	Second Year	F.	Sp.
Chem. 121, 122.....	4	4	Art 101 or Music 101.....	4	4
Eng. 103, 104.....	3	3	Biol. 151, 152.....	4	4
Hist. 101, 111.....	3	3	Econ. 201, Com O 101.....	3	3
*Math 151, 152.....	4	3	Eng. 201, 202.....	3	3
P.E. 101.....		2	P.E. activity.....	1	1
Bible 112, 101.....	2	2	Psy. 201, Phy. Sci. 101.....	3	2
	16	17	From Bible 211, 213, 215, 234.....	2	2
				16	17

\* Students inadequately prepared for Math. 151 must take 105 instead. Students with a strong mathematics background should take 171 or 201. Calculus is strongly recommended.

Third Year	F.	Sp.
Biol. 275, Elective.....	4	3
Chem. 301, 302.....	4	4
Music 101 or Art 101.....	2	
Physics 201, 202.....	4	4
Pol. Sci. 202, 205, or Soc. 203.....		3
Bible.....	2	2
	16	16

### PREENGINEERING (Lambert Murray, Ph.D. — Advisor)

The preengineering curriculum consists either of a two-year program which closely parallels the first two years in any engineering school or a 3-2 program which we have with four engineering schools (University of Arkansas, Georgia Tech, University of Missouri, and Louisiana Polytechnic Institute). We are presently working toward establishing additional 3-2 programs with other schools.

The two-year curriculum consists of the introductory mathematics courses in calculus and an introduction to computers; a year each of introductory chemistry and physics; and the typical courses in English grammar, composition, and literature. We also offer drafting courses for those who require them in their engineering curriculum. Although we do not offer some of the specialized engineering courses which might be taken during the first two years at an engineering school, this is offset by substituting required engineering electives that are usually taken during the junior and senior years. These courses might consist of macro- and micro-economics, or American history and civil government, depending upon the individual schools.

The following is a suggested program for students who plan to transfer to an engineering school at the end of two years.

First Year	F.	Sp.	*Second Year	F.	Sp.
Chem. 121, 122.....	4	4	Physics 211, 212.....	4	4
Math. 171, 201.....	5	5	Math 251, 301.....	5	3
Eng. 103, **Hist. 101.....	3	3	Hist. 111, ***Comp. 101, 202 or 203.....	3	4
P.E. 101, Music 101 or Art 101.....	2	2	****Social Science or English Electives.....	3	3
Bible 112, 101.....	2	2	P.E. activity.....		1
			From Bible 211, 213, 215, 234.....	2	2
	16	16		17	17

\* Technical drawing courses (Art 221, 222) are available for those requiring them in their engineering curriculum. These would be substituted for some of the history or social science electives.

\*\* Some engineering schools require a full year of English composition. English 104 would then be substituted for one of the history, economics, or political science courses in the second year.

\*\*\* Comp. 101 is the introductory computer course available for those with little or no computer experience. Either Comp. 202 (Pascal) or 203 (Fortran), depending upon the engineering school requirements, is suggested for those with experience in computer programming.

\*\*\*\* Six hours from Econ. 201, Pol. Sci. 202, 205, or Soc. 203, as well as six hours of English literature are required for a degree from Harding. A choice of two of these is strongly recommended unless the requirements of a particular engineering school indicate otherwise. Several engineering programs require a nine hour sequence in a single area with one course at the 300 level or above.

The 3-2 program is designed for the student who wishes to obtain a broader liberal arts education than is typically available in an engineering curriculum. It enables the student to receive a degree from Harding as well as the engineering school at the end of the students successful completion of the engineering program. A specific 3-2 curriculum must be worked out for each school with the help of the preengineering advisor. The first two years of this curriculum is very similar to the two year program listed above.

All preengineering students should work closely with the preengineering advisor and with the proposed engineering school in coordinating their programs. Students are responsible for supplying the preengineering advisor with the degree requirements from their proposed school of engineering.

### PRELAW (Raymond Lee Muncy, Ph.D. — Advisor)

A liberal arts education is considered the best prelegal preparation. Law schools generally do not require a specific undergraduate major. However, students are advised to elect a concentration in the social sciences (history, political science, psychology, or sociology) and to take as much work as possible in English composition and communication. The courses which require a high degree of written work and group discussion are also recommended. Students, upon entry into a law school, must have mastered expression, comprehension, 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.** The prelaw students at Harding are given broad latitude in course selections to enable them to explore their potential in many areas.

### PREMEDICAL TECHNOLOGY (Carroll W. Smith, Ph.D. — Advisor)

The minimum entrance requirement to approved schools of medical technology is three years of college work. Upon request Harding will confer the Bachelor of Science in Medical Technology degree on students who complete the three year program outlined below, who successfully complete the program of work in an affiliated, approved school of medical

technology, and who meet the other requirements for graduation. Medical technology majors should read carefully the Medical Technology section of this catalog.

First Year		Second Year	
F.	Sp.	F.	Sp.
Chem. 121, 122	4 4	Biol. 151, 271	4 4
*Eng. 102 or 103, Art 101	3 2	**Chem. elective, Psy. 201	4 3
History 101, 111	3 3	Eng. 201, 202	3 3
Math. 151 or 152, P.E. 101	4 2	P.E. activity	1 1
Com O 101 or Eng. 103 or 104	3 3	Com O 101 or elective	1 3
Bible 112, 101	2 2	From Bible 211, 213, 215, 234	2 2
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	16 16		14 16

Third Year	
F.	Sp.
From Biol. 275, 276, 311, 315, 420, 421	4 4
***Chem. 271 or 301	4
Econ. 201, Music 101	3 2
Phy. Sci. 101	2
****Elective Biol., Chem., C.Sc., or Physics	4 4
Pol. Sci. 202, 205 or Soc. 203	3
Bible	2 2
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- \* Will take Eng. 103 if Eng. 102 was taken in fall; will take Eng. 104 if grade of "C" was not earned in Eng. 103.
- \*\* Students may elect either Chem. 261 or Chem. 324, 325 in addition to Chem. 271 or they may elect Chem. 301-302 in lieu of the preceding, but they should check with the medical technology school for its requirements.
- \*\*\* Students planning to go to the University of Arkansas School of Medical Technology are required to take Chem. 301-302, instead of Chem. 271, and Eng. 104.
- \*\*\*\* Courses strongly recommended: Comp. 101; Math 120; Mgt. 368; additional Biol. from courses listed above; Chem. 302 if 301 is elected; and Chem 324, 325 if Biol. 421 is not elected.

### PREMEDICINE (Don England, Ph.D.; Michael V. Plummer, Ph.D. — Advisors)

Most schools of medicine require for admission a minimum of three years of college work with a grade average well above 3.00 and relatively high scores on the Medical College Admissions Test; however, preference is usually given to those holding the Bachelor's degree. Students who wish to complete the baccalaureate degree before transferring to medical school may elect any college major. However, it should be remembered that the Medical College Admissions Test is based on a total science emphasis and one's curriculum should be planned accordingly. For this reason most pre-medical students elect a major in biology, biochemistry, or chemistry; but other majors are not only allowed, they are encouraged. 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 the other requirements for graduation. With only slight modification, the following courses will meet the requirements of any school of medicine in the United States. Students should consult the premedical advisor for specific requirements of the various medical schools and students should also consult the premedical advisor for all other prehealth care training, including prechiropractic.

First Year		Second Year	
F.	Sp.	F.	Sp.
Biol. 151, 152	4 4	Hist. 111, Art 101	3 2
*Chem. 121, 122	4 4	Biol. 251, 263	4 4
From Eng. 102, 103, 104	3 3	Eng. 201, 202	3 3
*Math. 171, 201	5 5	**Physics 201, 202	4 4
Bible 112, 101	2 2	P.E. 101	2 2
	<hr/>	From Bible 211, 213, 215, 234	2 2
	18 18		<hr/>
			16 17

Third Year***		Fourth Year	
F.	Sp.	F.	Sp.
Biol. 315, 420	3 4	****German 105, 106	3 3
Chem. 301, 302	4 4	Science elective	4 4
Phy. Sci. 101, Chem. 324	2 3	Science elective	4 2,3
Econ. 201, Hist. 101	3 3	Pol. Sci. 202, 205 or Soc. 203	3 3
P.E. activity	1	Elective, Com O 101	3 3
Psy. 201, Music 101	3 2	P.E. activity	1
Bible	2 2	Bible	2 2
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	18 18		17 17,18

- \* Students inadequately prepared for Math. 171 or Chem. 121 must first take the prerequisite courses. Comp. 101 and 202 or 203 is highly recommended.
- \*\* Chemistry majors will take Physics 211-212 in their junior year and will take Chem. 261 and Math. 251 as sophomores. Chem 411 is highly recommended for general science and biology majors.
- \*\*\* The Medical College Admissions Test (MCAT) should be taken in the spring semester of the junior year. The schedule outlined for the first three years will accommodate the heavy science emphasis on the MCAT. Application to medical school should be completed by the following September.
- \*\*\*\* French 101-102 or Spanish 101-102 may be elected rather than German 105-106.

### PREOPTOMETRY (Bill W. Oldham, Ed.D. — Advisor)

Schools of optometry require three years or more of preprofessional work for admission. The basic courses required by practically all schools include the following:

First Year		Second Year	
F.	Sp.	F.	Sp.
Biol. 151, 152	4 4	Chem. 121, 122	4 4
From English 102, 103, 104	3 3	English 201, 202	3 3
History 101, 111	3 3	Physics 201, 202	4 4
*Math. 151, 152	4 3	Psy. 201, Biol. 271	3 4
P.E. 101	2	Bible 211, 213, 215, 234	2 2
Bible 112, 101	2 2		<hr/>
	<hr/>		16 17

- Math. 120 and 201, and Chem. 301 and 302 are required by most schools of Optometry.
- \* Students inadequately prepared for Math. 151 or Chem. 121 must take the prerequisite courses.

Since the requirements vary widely among different schools of optometry, students are advised to obtain in advance the admission requirements of the school of optometry they plan to attend.

### PREPHARMACY (William D. Williams, Ph.D. — Advisor)

Students planning a pharmacy career may complete the two-year prepharmacy requirements at Harding. Since requirements vary slightly among schools of pharmacy, students should obtain a copy of the catalog of the pharmacy school they plan to attend. The following schedule meets the entrance requirements of the University of Arkansas College of Pharmacy.



**PROFESSOR:**

Don Robinson, M.A.  
Chairman

Faye Brewer Doran, Ed.D.

**ASSOCIATE PROFESSORS:**

John E. Keller, Ph.D.

Paul Martin Pitt, M.A., M.F.A.

**ASSISTANT PROFESSORS:**

Greg Lee Clayton, B.S., M.F.A.

The Department of Art is designed to enrich the artistic understanding of all students, to develop greater proficiency in the arts, to supply the art training required by various disciplines, and to prepare teachers of art. 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:** All majors must present to the art faculty for review a portfolio of 15 or more examples of their best work after completing 15 hours of core requirements. This will normally occur at the end of the sophomore year.

**ART CORE REQUIREMENTS:** The following 31-hour core of art courses is required of all art majors except interior design: 103, 104, 105, 200, 201, 205, 260, 375, six hours of art history, and 450.

**INTERIOR DESIGN CORE REQUIREMENTS:** The following 37-hour core is required of all interior design majors: Art 102, 117, 245, 260, 370, 372, 373, 470, and Home Ec. 203, 260, 405, 406, 407.

**BACHELOR OF ARTS DEGREE**

**ART:** Major: 37 hours of art, including Core and 6 hours of upper-level electives. A minor is required.

**ART:** Minor: 18 hours of art including 6 hours of upper-level credit.

**INTERIOR DESIGN:** Minor: 18 hours, including 102, 117 or 200, 260, 312 or Home Ec. 203, 370, and 372.

**BACHELOR OF SCIENCE DEGREE**

**ART:** Major: 50 hours of art, including Core and 19 hours of electives, 11 of which are upper-level. A minor is not required. This major is recommended for those certifying to teach art, with 211 being included in the elective hours.

**INTERIOR DESIGN:** Major: 67 hours. Those planning an Interior Design major with an emphasis in art must complete the 37-hour interior design core and Art 104, 200, 300, 312, 475, 3 hours from 430, 431, 432 or 433 (430

is highly recommended), 3 hours of art electives; Home Ec. 203, 260, 405, 406, 407; 3 hours from Mkt. 330, 335, or 337; Acct. 205; 3 hours from Com M 220, Art 221, or Comp. 316.

**ART EDUCATION EMPHASIS:** Those planning to teach art must complete 24 hours of art, including Art 211, and 24 hours of approved courses in education, including SeEd. 420. SeEd. 461, rather than 451, must be completed. It is recommended that any student planning to teach art take 9 hours of art history.

Secondary Education 420 may be counted as art credit for those certifying to teach.

**BACHELOR OF FINE ARTS DEGREE**

**B.F.A. REQUIREMENTS:** Before being formally admitted to the B.F.A. program, a student must:

1. have successfully completed 15 hours of core courses with a G.P.A. of 3.0 or better.
2. present a portfolio that show seriousness of interest and adequate skills at the conclusion of 15 hours of core courses.
3. have a written recommendation from at least two art faculty attesting to the student's discipline in meeting deadlines and general work habits.
4. have received a letter from the department chairman approving the student for continued work toward the B.F.A. degree.

**GRAPHIC DESIGN:** Major: 76 hours, including Core; 18 hours in graphic design 249, 250, 351, 352, 356, and 456; 300, 345, 365, and 3 hours in art electives; Acct. 205; Art 360/560; Com M 220 and 3 hours elected from Com M 303, 305, or 322; and Mkt. 330. This major requires a minimum of 137 hours for the degree. A minor is not required.

**THREE DIMENSIONAL DESIGN:** Major: 76 hours, including Core; 21 additional hours in three dimensional design (235, 255, 312, 340, 401 and 6 hours in 475) 400; 6 additional hours in art history; 12 hours in art electives (360 is highly recommended); and Com M 220. This major requires a minimum of 137 hours for the degree. A minor is not required.

**PAINTING:** Major: 76 hours, including Core; 18 additional hours in painting (202, 300, 301, 302, and 6 hours in 475); 6 additional hours in art history; 18 hours in art electives; and Com M 220. This major requires a minimum of 137 hours for the degree. A minor is not required.

**101. ART APPRECIATION.** (2) Fall, Spring.  
A study of the beauty and worth of artistic creations. The means and ideas promoting man's visual expression, with a survey of his creations.

**102. STRUCTURAL DRAWING AND COMPOSITION.** (3) Fall.  
Introductory drawing and sketching of architectural structures and components, both interior and exterior. Emphasis given to drafting, perspective, and rendering techniques. Recommended for interior design, prearchitecture and preengineering.

**103. DRAWING AND COMPOSITION.** (3) Fall, Spring.  
Beginning drawing designed for the student who has had limited drawing experience. Consists of image formation, rendering techniques, and compositional theory and problems. Six studio hours per week.

**104. MULTI-MEDIA DRAWING AND RENDERING.** (3) Spring.

Drawing in various media. Studio work in drawing and composition problems. Six studio hours per week. It is advised for students with some art background.

**105. HUMAN ANATOMY AND DESIGN.** (3) Spring.

Learning the structure and function of the human figure through a complete study of bones and muscles. Drawing of human figure with variety of media. Application of the figure to specific space relationships. Prerequisite: 102 or 103 or consent of the instructor. Fee: \$10.00.

**117. DESIGN FOR THE HOME.** (3) Fall.

Principles and elements of art as used in design for all purposes. Application of color and design in projects, many of which are concerned with architectural styles, house plans and furnishings.

**200. TWO-DIMENSIONAL DESIGN.** (3) Fall.

Explores, through discussion and laboratory application, the basic design principles and sources of design inspiration fundamental to all visual arts. Prerequisite: 102 or 103 or consent of instructor.

**201. INTRODUCTION TO PAINTING I.** (3) Fall.

Creative experience in oil and acrylic. Six studio hours per week. Prerequisites: 102 or 103, 104 or consent of instructor.

**202. PAINTING II.** (3) Spring.

Creative experiences with oil and acrylic in landscape, portraiture and other selected subjects. Prerequisite: 201 or consent of instructor.

**205. THREE-DIMENSIONAL DESIGN.** (3) Fall.

Creative design with emphasis on volume and space relationships. Construction in a variety of materials. Prerequisite: 117 or 200 or consent of instructor. Fee for materials: \$6.50.

**211. ART IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

An introduction to art, the problems of art education, and the methods of teaching art in the elementary school. Required of all elementary education majors. Prerequisites: 101 and Education 202 or 203. Fee for materials: \$15.00.

**221. BEGINNING DRAFTING AND TECHNICAL DRAWING.** (3) Fall.

Basic problems of mechanical drawing designed for both students needing specific professional drawing and general students. Use of instruments, lettering, geometrical problems, and various projections with an introduction to CAD (Computer Aided Design).

**235-255. CERAMICS I, II.** (3, 3) Fall, Spring.

Materials and techniques involved in working with clay. Class projects with clay in slab, coil and wheel methods, glazing and firing. 235 is prerequisite to 255. Fee for materials: \$42 each.

**240. SPECIAL STUDIES IN ART.** (1-3) Fall, Spring, Summer.

Study of art through selected art workshops or classes held in the department or on location, or departmental 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.

**249-250. GRAPHIC DESIGN I, II.** (3, 3) Fall, Spring. (249 offered in Fall only)

Beginning problems and exercises in lettering, advertising, layout, design, and techniques. 249 is prerequisite to 250.

**260. COLOR THEORY.** (3) Spring.

A concentrated study of the theory and application of color, both fundamental and advanced. Prerequisite: 200 or consent of instructor. Fee for materials: \$6.50.

**300. WATERCOLOR.** (3) Fall.

Painting and rendering in water-based media. Prerequisite for art majors: 102 or 103, 104, and 117 or 200, or equivalent accepted by instructor.

**301-302. ADVANCED PAINTING I, II.** (3, 3) Spring, Fall.

Painting courses for advanced students seeking to develop individual expression in creative painting and technical mastery of various media. Prerequisites: 201-202. Also, 301 is prerequisite to 302.

**312. WEAVING.** (3) Spring.

An introduction to basic handweaving 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. Fee for materials: \$5.50.

**340. METAL WORK AND JEWELRY.** (3) Fall.

Basic designing, shaping and soldering of metals. Lapidary work in cutting and polishing stones, and experience in lost-wax casting. Prerequisite: 200, 205 or consent of instructor. Fee for materials: \$36.50.

**345. INTRODUCTION TO PRINTMAKING.** (3) Fall.

An introduction to the four areas of fine arts printing: relief, intaglio, serigraphy (silk screen) and lithography. Prerequisite: 200 or consent of instructor. Fee for materials: \$45.00.

**351-352. ADVANCED GRAPHIC DESIGN.** (3, 3) Fall, Spring.

Advanced problems in the commercial field. Prerequisite: 200, 249-250, or consent of instructor. Also, 351 is prerequisite to 352.

**356-456. GRAPHIC DESIGN PRACTICUM I, II.** (3, 3) Fall, Spring.

Guided experiences in a 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 BFA Graphic Design majors. 356 is a prerequisite to 456.

**360/560. INTRODUCTION TO COMPUTER GRAPHICS DESIGN.** (3) Spring.

An introduction to the use of computer graphics hardware and software for artists, graphic designers, interior designers and others interested in using graphics for expression or effective communication. Lecture, demonstration, and hands-on experience will present an overview of the capabilities of computer graphics hardware/software systems, the skills necessary to manipulate computer images, and the design principles leading to quality graphics. (The enrollment is limited to the available equipment.) Fee: \$25.

**365. ADVANCED PRINTMAKING.** (3) Fall.

Continued study in printmaking: selected from relief, intaglio, serigraphy, lithography, and collagraphs. Prerequisite: 345 or consent of instructor. Fee for materials: \$45.

**370. INTERIOR DESIGN I.** (3) Fall.

Fundamental principles and elements of interior design with emphasis on rendering designs for residential space and preparation of a portfolio. Prerequisites: 117 or 200 and 260 or consent of instructor.

**372. INTERIOR DESIGN II.** (3) Spring.

Continues study in principles and elements of interior design for residential and commercial application. Prerequisite: 370.

**373. HISTORY OF INTERIOR DESIGN AND DECORATION.** (3) Fall.

Characteristics of historical furniture, ornamental design and architecture from antiquity to the present. Prerequisite: 101.

**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. Required of all art majors. Fee for materials: \$5.50.

**400. SCULPTURE I.** (3) Spring.

Introductory sculpture experiences in clay, plaster, wood, metal, and plastics. Intermediate problems in selected materials follow introductory experiences. Prerequisite: 205 or consent of instructor. Fee for materials: \$45.00.

**401. SCULPTURE II.** (3) Spring.

Intermediate and advanced problems in selected media. Prerequisite: 400 or consent of instructor. Fee for materials: \$45.00.

**430/530. AMERICAN ART HISTORY.** (3) Spring. Alternates with 433/533; offered 1990-91.

A study of 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 THROUGH MEDIEVAL ART HISTORY.** (3) Fall. Alternates with 432/532; offered 1990-91.

Western art from prehistoric times to the Renaissance. Participation in field trips is required.

**432/532. ART HISTORY FROM 15TH TO 19TH CENTURY.** (3) Fall. Alternates with 431/531; offered 1989-90.

Western art from the 15th to the 19th century. Participation in field trips is required.

**433/533. MODERN ART HISTORY.** (3) Spring. Alternates with 430/530; offered 1989-90.

Survey of the influences, foundations, forms, participants, and trends of modernism from the 19th century to the present day. Participation in field trips is required.

**450. SENIOR SEMINAR.** (1) Fall, Spring.

The production of a one-person exhibit, resume development, and presentation of a portfolio. Required of all art majors.

A supervised training program in cooperation with business and professional houses in interior design. Provides opportunity for student to observe and participate 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.

Provides opportunity for the well-qualified students to do supervised individual work in the field of their special interest. Concentration is permitted in areas where the appropriate course prerequisites have been taken. May be taken two times for credit. B.F.A. degree students may take four times for credit. Prerequisite: Consent of department chairman and instructor. Fee: Depends on field.

## DEPARTMENT OF BIOLOGY

### PROFESSORS:

Michael V. Plummer, Ph.D.  
Acting Chairman  
Ward Bryce Roberson, Ph.D.  
William F. Rushton, M.A.  
George W. Woodruff, Ed.D.

### ASSOCIATE PROFESSOR:

Ronald Doran, M.S.

### ADJUNCT INSTRUCTOR:

Retta Dean, M.S.

The Department of Biology is designed to meet the following objectives: to provide a basic knowledge of biology as a necessary part of general education; to train teachers of biology; to equip students for graduate study; and to prepare students to pursue medicine, dentistry, nursing, medical technology and similar professions.

Biology majors may elect either the Bachelor of Arts or the Bachelor of Science program. Senior majors must take the GRE Subject Test in Biology, preferably during their last semester.

Major (Bachelor of Arts): 34 hours of biology including 151, 152, 252, 315, 380, and one course from each of the following divisions: Cell Biology and Physiology (271, 275, 276, 420-421), Development (251, 263), and Systematics and Ecology (250, 311, 313, 343, 352, 416). Required supporting courses include Chem. 114-115 or 121-122 (with a minimum grade of "C"); Comp. 101, 202 or 203; Math 151 and 200; and Phy. Sci. 410. A minor is required.

Major (Bachelor of Science): 34 hours of biology; including 151, 152, 252, 315, 380, and at least one course from each of the following divisions: Cell Biology and Physiology (271, 275\*, 276, 420, 421); Development (251, 263), and Systematics and Ecology (250\*, 311, 313, 343, 352, 416). Required supporting courses include Chem. 121-122, 271 or 301, and 324; Comp. 101, 202 or 203; Math 200 and 201; Physics 201-202 or 211-212; Phy. Sci. 410. One year of a modern foreign language is highly recommended. A minor is not required.

18 hours of biology including 151, 152, 252, 315. Students certifying to teach high school biology must complete 24 hours of biology or complete 6 hours of physical science in addition to the minor in biology.

\*Only those majors certifying to teach may use Biol. 250 and 275 to satisfy these minimum divisional requirements for the B.S. program.

**111. GENERAL BIOLOGY.** (3) Fall, Spring.

A lecture course in the principles of biology for students not majoring in natural sciences. Emphasis is placed on a few major concepts rather than on a survey of the entire field. Areas covered in depth are (1) the nature of scientific investigation; (2) cellular biology; (3) genetics and development; (4) ecology and evolution. Three lectures per week. Satisfies the general education requirement in biology. Does not count toward a major or minor in biology or general science.

**151. PRINCIPLES OF BIOLOGY.** (4) Fall, Spring.

Selected major concepts of biology are studied in this course which is designed for the science major. Areas covered include the nature of scientific investigation, cellular structure and function, energy transformations, the nature of the gene and its action, genetics, reproduction and development, systematics and evolution, and ecology. A prerequisite for most advanced biology courses. Three hours of lecture and three hours of laboratory per week. Prerequisite: Equivalent of high school chemistry (may be taken concurrently).

**152. GENERAL ZOOLOGY.** (4) Fall, Spring.

An intensive study of the animal kingdom with emphasis on taxonomy, morphology, and life histories to typical representatives of the animal phyla. Three lectures and one three-hour laboratory each week. Prerequisite: 151. Laboratory fee: \$10.

**250. MAN AND HIS ENVIRONMENT.** (3) Spring.

A survey course designed to give the student a biological knowledge of the structure and function of ecosystems and man's influence on the environment. Three lectures and/or discussion groups per week.

**251. VERTEBRATE MORPHOLOGY.** (4) Fall.

The comparative structure and function of the vertebrates including extinct forms. The laboratory provides an intensive dissection experience. Three hours of lecture and three hours of laboratory per week. Prerequisite: 151.

**252. BOTANY.** (4) Fall, Spring.

An intensive study of the plant kingdom with emphasis on the taxonomy, morphology, and life histories of the major plant divisions. Three lectures and three hours of laboratory per week. Prerequisite: 151. Laboratory fee: \$10.

**263. VERTEBRATE EMBRYOLOGY.** (4) Spring.

The fundamental facts and processes of development from germ-cell formation to the completed, free-living organism. Three hours lecture and three hours laboratory per week. Prerequisite: 151.

**271. MICROBIOLOGY.** (4) Fall, Spring.

An introduction to the biology of bacteria and certain other procaryotic and eucaryotic microorganisms and viruses that affect our everyday life; to the history of microbiology; to the techniques of studying, isolating, identifying, and controlling microorganisms; to epidemiology; to the physiological basis of disease, host resistance, and immunity; and to certain practical, medical, and industrial applications of microbiology. Approved by NAACLS for immunology content. Three lectures and three hours of laboratory per week. Prerequisite: Chem. 115 or 122 or Biol. 151.

**275. HUMAN ANATOMY AND PHYSIOLOGY.** (4) Fall, Spring.

The structure and functions of the human body and its various parts. Designed for majors in nursing, home economics, physical education, psychology, and secondary education with teaching emphasis in biology. Three lectures and three hours of laboratory per week. Prerequisite: 111 or 151 or Chem. 115 or 122 with a minimum grade of "C." Biol. 111 or Chem 115 is highly recommended.

**276. HUMAN PHYSIOLOGY.** (4) Spring.

An in-depth study in physiology as it applies to the human organism. Special emphasis will be given in the areas of cell membrane transport and potential, the heart and circulation, body fluids and the kidneys with emphasis on electrolytes and pH, respiratory systems, gastrointestinal physiology and metabolism, and endocrinology and human reproduction. Prerequisite: 275 with a minimum grade of "C," and Chem. 115 or 122 with a minimum grade of "C."



A course designed especially for elementary school teachers to introduce concepts of science and demonstrations that will illustrate fundamental principles of science. Although the emphasis is primarily on biological science, attention is given to physical science, especially in the areas of the earth sciences. Three hours of lecture, laboratory and field study per week. Laboratory fee: \$10

**311. INVERTEBRATE BIOLOGY AND PARASITOLOGY.** (3) Spring. Alternates with 313, offered 1989-90.

The classification, morphology, life history and physiology of typical invertebrates except the insects. Attention is given to the parasites of man. Two hours lecture and three hours laboratory per week. Designed to complement 152 and 251. Prerequisite: 151. Laboratory fee: \$10.

**313. ENTOMOLOGY.** (3) Spring. Alternates with 311.

The structure, classification, life history, physiology and economic importance of insects with special reference to those of this region. Two hours lecture and three hours laboratory per week. Prerequisite: 152. Laboratory fee: \$10.

**314/514. TOPICS IN BIOLOGY.** (1-6).

Special topics in biology offered on an irregular basis. Topics will be determined by the needs and interests of the students and the interest and availability of instructors. Prerequisite: Junior standing and consent of the instructor.

**315/515. GENETICS.** (3) Fall.

Facts and principles of heredity as applied to living organisms. Molecular genetics, microbial genetics, inheritance, variation and selection will be emphasized. Three lecture-demonstrations per week. Prerequisite: 151, Chem. 115 or 122.

**343/543. ECOLOGY.** (4) Fall.

A study of the fundamental interactions that determine the distribution and abundance of organisms. Laboratory and field work are designed to familiarize the student with some basic methods of ecological research. Three lectures and three hours of laboratory or field work per week. Prerequisite: 151, Math 200 and Comp. 101 are recommended. Laboratory fee: \$10.

**345/545. FIELD STUDIES.** (1-6) Offered on sufficient demand during summer or school recess.

An extended field trip designed to acquaint the biology major with various natural ecosystems. Biogeographical report on area to be visited required prior to trip and a copy of trip journal must be submitted to instructor by each student. One week of field work required for each hour of credit. Prerequisites: 152, 252, junior standing, and consent of the instructor. All trip expenses will be prorated among the participants.

**352/552. PLANT TAXONOMY.** (4) Spring.

A study of the history and basic principles of plant taxonomy. Laboratory work will stress the structural characteristics of vascular plant families and the use of field manuals in identifying components of the local flora. Three lectures and three hours of laboratory or field work per week. Prerequisite: 252. Laboratory fee: \$10.

**380. SEMINAR.** (1) Fall, Spring.

Career opportunities, graduate school opportunities, resume preparation, the use of biological literature, and presentation of research topics. Required of all junior and senior majors, but credit is earned only in the spring semester of the senior year.

**416/516. HERPETOLOGY.** (3) Spring.

The morphology, systematics, ecology, behavior, and distribution of amphibians and reptiles. Two lectures and three hours of laboratory or field work per week. Prerequisite: 151. Laboratory fee: \$10.

**420/520. CELLULAR PHYSIOLOGY.** (3) Spring.

An intensive study in physiology primarily at the cellular level with topics being selected from the following areas: the functional organization of the cell, the cellular environment; cellular membranes, transport, irritability, and contractibility; and cellular energy and matter conversions. Three lectures. Must be taken concurrently with 421 unless credit is being earned in Chem. 325. Prerequisites: 151 and Chem. 271 or 301.

**421/521. CELLULAR PHYSIOLOGY.** (1) Spring.

A laboratory course designed to study physiology and biochemistry at the cellular level. Must be taken concurrently with 420 unless credit has been or is being earned in Chem. 325. Laboratory fee: \$30.

**430/530. RESEARCH.** (1-4) Offered on demand.

A research participation course in which capable advanced science students are supervised by competent faculty members. The student should enroll for at least two successive semesters. A research paper will be required. Prerequisites: Junior standing with a grade point average of 3.00 or higher in the sciences; consent of the faculty member who will supervise the research.

## PROFESSORS:

John H. Ryan, Ph.D.

Chairman

Patrick Garner, Ph.D.

Evan Ulrey, Ph.D.

Richard W. Walker, Ph.D.

## ASSOCIATE PROFESSORS:

Morris Ray Ellis, Ph.D.

†Daniel C. Tullios, Ph.D., CCC-SLP

## ASSISTANT PROFESSORS:

Louis Butterfield, Ed.S.

\*Michael L. James, M.S.M.C.

\*C. Robin Miller, M.A.

Jack R. Shock, M.A.

†Rebecca Weaver, M.C.D., CCC-SLP

Assisting from other departments:

## PROFESSOR:

Dennis M. Organ, Ph.D.

\*On leave of absence 1989-90.

†Designates professional licensure by the state of Arkansas.

Communication and information exchange continue to occupy significant positions in world affairs. There is increased need for skilled communicators in all segments of society: in government, politics, business, and the church. All graduates of Harding University must have completed a basic course in oral communication.

The Department of Communication offers majors in four general areas: Oral Communication, Communication Disorders, Theater and Theater Management, and Mass Communication (Advertising, Print Journalism, Public Relations, and Radio-Television).

Students may certify to teach oral communication at the secondary level or gain the necessary educational preparation for graduate study in any of the areas of communication which are offered.

## MAJORS AND MINORS IN COMMUNICATION

**ORAL COMMUNICATION:** Major: 35 hours including Com D 250; Com M 201 or 251 and 410; Com O 210, 211, 255, 260, 261 or 263, 262, 271, 272, and 290; Com T 204. Majors must earn credit in at least two semesters of co-curricular practicum courses numbered Com M 141; Com O 151, 161, 171, 270; Com T 131. A minor is required.

Minor: 18 hours including Com D 250 or Com O 290; Com O 210, 211, 260, 262 or 263, 271; Com T 204 or Com O 255; and one hour from Com M 141, Com O 151, 161, 171 or 270; Com T 131.

Minor: (for Bible majors): 18 hours including Com O 210, 211, 255, 260 or 261, 262 or 263, 271, 272, and Com M 351.

Major: (for secondary school teachers): 38 hours of communication including Com O 210, 211, 255, 260 or 261, 271, 262, 263, and 290; Com D 250; Com M 201 or 251 and 410; Com T 204, 206, and 310, and three semesters of co-curricular practicum courses in at least two areas from Com T 131, Com M 141, Com O 151, 161, 171, 271 or 272.

**THEATER:** Major: 65 hours including Art 103 or 104, 200 and 375; Eng. 371; Com M 251 and 410; Com O 161, 211, 255, 261, and 290; Com T 190, 131, (2 hours), 204, 206, 306, 308, 309, 310, 311, 312 and 352; and three additional hours from Eng. 350, Com O 210, 260 or 262, 263, or 271; Com M 201, 322, 351 or 370. It is recommended that the student elect P.E. 127 for one of the P.E. activity courses in general education. A minor is not required.

Minor: 18 hours including Com T 190, 131, 204, 206; Com O 211 and/or 255; and additional electives from Com T 306, 308, 310, 311, or 312.

**THEATER MANAGEMENT:** Major: 64 hours including Accounting 205, 206; Bus. 315; Comp. 101; Mgt. 368; Mkt. 330; Com M 141, 201, 251, 280, 303, 322, 323, 371, 372, and 396; Com O 210, 260 or 262; Com T 131 (2 hours), 204, 206, 310 and 450 (projects in management). Students majoring in Theater Management should elect Economics 201 as one of the social science requirements in general education. A minor is not required.

**COMMUNICATION DISORDERS:** Core Curriculum: 42 hours including Biol. 275; Com D 250, 252, 254, 300 (2 to 4 hours), 325, 400, 401, 402, 403, 404; Com O 290 and two courses selected from 210, 255, 260 or 261; Math 200. Majors must enroll in Com D 300, 420, or 421 each semester they are involved in clinical services.

Major (for public school certification); Core Curriculum; Com D 420; EdFd 203 (in lieu of Psy. 131), 307, 336; SpEd 407, 480; three hours from SpEd 303, 409 or 414; Eng. 104; Health Ed. 203 (in lieu of one hour of P.E. activity); Pol. Sci. 205; Soc. 203 or Pol. Sci. 202. Majors must gain admission to the Teacher Education Program before enrolling in upper level education courses. A minor is not required.

Major (graduate school preparation, does not lead to certification for public schools): Core Curriculum and Com D 421. A minor in an approved area is required. Psychology is a suggested minor field that would consist of Psy. 240, 380, 382, 385, 412, and 438.

An undergraduate major in communication disorders is strongly recommended for those 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 pathologists.

### MAJORS AND MINORS IN MASS COMMUNICATION

Four areas of concentration are available for students in mass communication: (1) advertising, (2) print Journalism, (3) public relations, and (4) radio-television. A basic core of courses relevant to all four areas of concentration gives the student the necessary information and skills common to all of the areas.

Students pursuing degrees in mass communication are encouraged to maximize practical training along with academic instruction. Work on the campus television outlet TV 19, the campus radio station KHCA, the student newspaper **The Bison**, and the yearbook **The Petit Jean**, is available to students in mass communication. In the junior or senior year all majors are expected to complete an internship in their area of concentration. The student will work a specified number of hours in cable, commercial or public radio and television facilities, or in firms specializing in advertising, public relations, and print journalism.

All students majoring in mass communication are required to take Business 105 or pass a 40 words per minute typing speed test under the supervision of the School of Business. Majors must also pass English 103 before enrolling in any course numbered above 230.

**ADVERTISING:** Major: 66 hours, including Com M 140, 141, 142, 201, 220, 231, 251, 280, 303, 304, 322, 370 or 371 or 372, 394 or 396, 410, 412, 441; Com O 272; Mkt. 330, 337 or 398; Soc. 355; one course in statistics from Pol. Sci. 254, Psy. 325, Soc. 325 or Math 200; and 15 hours elected from Art 200, 249, 345, 352, 365; Bus. 435; Com M 302, 305, 351, 370, 371, 372; Comp. 101; Mkt. 330, 336, 337, 398. Students majoring in Advertising should elect Econ. 201 and Soc. 203 in general education requirements in social science. A minor is not required.

Minor: 19 hours including Com M 201, 231, 303 or 304, 322; one hour from Com M 140, 141, 142, 143; and at least six hours from Com M 251, 280, 410, 412.

**PRINT JOURNALISM:** Major: 66 hours including Com M 142, 143, 201, 220, 231, 301, 302, 303, 322, 323, 351, 410, 412, 415, 442; Com O 272; one course in statistics from Pol. Sci. 254, Psy. 325, Soc. 325, or Math 200; Pol. Sci. 202 and 251; Eng. 281. In addition, 12 hours elected from Com M 280, 305, 370, 371, 372; Bus. 315; Econ. 202, 310, 311; Eng. 291; Art 249; Pol. Sci. 255, 300, 304, 435. Students majoring in Print Journalism should elect Econ. 201 and Pol. Sci. 205 in general education requirements in social science. A minor is not required.

Major: (for secondary school teachers): 35 hours including Com M 142, 143, 201, 220, 231, 301, 302, 322, 323, 410, 442, and Pol. Sci. 435.

Minor: 18 hours including Com M 201, 231. Students certifying to teach journalism in high school must complete a minimum of 24 hours in mass communication, including 142, 201, 231, 301, 302, 323.

**PUBLIC RELATIONS:** Major: 64 hours including Com M 140, or 141, 142, 143, 201, 220, 231, 251, 280, 302, 303, 307, 322, 323, 351, 394, 396, 410, 412, 415 and 443; Com O 260, 262; one course in statistics from Pol. Sci. 254, Psy. 325, Soc. 325, or Math 200; Mkt. 330; Soc. 355. Students majoring in Public Relations should elect Econ. 201 and Soc. 203 in general education requirements in social science. A minor is not required.

Minor: 18 hours including Com M 142 or 143, 201, 231, 280, 302, 323, and 394 or 396.

**RADIO-TELEVISION:** Major: 67 hours including Com M 140, 141, 201, 220, 230, 251, 253, 275, 304, 322, 351, 370, 371, 372, 409, 410, 412 and 444;

Com O 211, 255, and 260; Com T 311; one course in statistics from Pol. Sci. 254, Psy. 325, Soc. 325, or Math 200; and at least 5 hours from Com M 140, 141, 280; Com O 261, 262, 271. Students majoring in Radio-Television should elect Econ. 201 and Soc. 203 in general education requirements in social science. A minor is not required.

Minor: 19 hours including Com M 140, 141, 201, 231, 251, and 8 hours elected from 304, 351, 370, 371, 372.

#### COMMUNICATION DISORDERS (Com D)

##### 250. SPEECH PATHOLOGY I. (3) Fall, Summer.

A survey of common speech, language, and hearing disorders with emphasis on causation. Observation of clinical activity is required.

##### 252. DIAGNOSTIC PROCEDURES AND EDUCATIONAL PROGRAMMING IN COMMUNICATION DISORDERS. (1) Fall.

Current diagnostic methods for principal pathologies of speech and language. The use and preparation of "Individual Educational Programs" in the public school speech therapy program. Speech therapy majors must also enroll concurrently in 250.

##### 254. LANGUAGE DISORDERS. (3) Spring.

Identification and remediation of language disorders: delayed and disordered language, environmental deprivation, mental retardation, and brain injury. Prerequisite: 250.

##### 300. COMMUNICATION DISORDERS PRACTICUM. (1) Fall, Spring.

Laboratory in speech correction. Clinicians must enroll in this practicum each semester they are engaged in providing clinical services. The course may be taken four times for credit. Also includes one hour of class meeting per week. Prerequisite 250 and 25 clock hours of clinical observation. Fee: \$12.50.

##### 325. ARTICULATION DISORDERS. (3) Spring.

Identification, classification, analysis, and remediation of articulation disorders. Prerequisite: Com O 290.

##### 400/500. SPEECH PATHOLOGY II. (3) Fall.

An introduction to the more involved types of speech abnormalities: aphasia, cleft palate, voice and neurophysiological speech disorders. Prerequisite: 250. Fee \$11.

##### 401/501. SPEECH AND HEARING SCIENCE. (3) Fall. Alternates with 402/502; offered 1990-91.

A study of the anatomy and physiology of the vocal mechanism and acoustics of voice and sound production.

##### 402/502. AUDIOLOGY. (3) Fall. Alternates with 401/501; offered 1989-90.

A study of the anatomy of the hearing mechanism, of the process of hearing, of tests for impaired functions of the ear, and of rehabilitation of the aurally handicapped. Supervised practice in testing hearing. Prerequisite: 250.

##### 403/503. NORMAL LANGUAGE DEVELOPMENT. (3)

A study of normal and delayed language development; the foundation and functions of language in individual and group social behavior; communicative systems and facilities; research data and major theories as a basis for successful therapy. Prerequisite: 250.

##### 404/504. AURAL REHABILITATION. (3) Spring.

A study of the handicap of hearing impairment with its habilitation and rehabilitation. Attention will be given to signing, auditory training and speech reading. Speech conservation, counseling and the use of amplification will also be studied. Prerequisite: 250 and 402 or consent of instructor.

##### 420. SUPERVISED SCHOOL PRACTICUM. (8) Spring.

A minimum of twelve weeks of full-time clinical experience in an approved public school therapy program. Prerequisites: 250, 300 (2 hours), 400, 401, 402, formal admission to the clinical experience program, and formal admission to the supervised teaching semester. Fee: \$50. (Plus \$45 for the required NTE Core Battery.)

##### 421. SUPERVISED SPEECH PATHOLOGY PRACTICUM. (8) Spring.

A minimum of twelve weeks of full-time clinical experience in an approved speech therapy setting. Prerequisites: 250, 300 (2 hours), 400, 401, 402, and formal consent of the Communication Disorders faculty. Fee: \$50.

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450/550. INDEPENDENT STUDY. (1-3) Offered on demand.  
Independent research in various areas of communication disorders: stuttering, articulatory disorders, speech and hearing rehabilitation, etc. May be repeated for a maximum of 6 hours total credit in any area. Prerequisite: consent of department chairman.

#### MASS COMMUNICATION (Com M)

##### 140. RADIO PRACTICUM. (1) Fall, Spring.

Credit may be earned for staff work on the University radio station. Basic equipment operation and production techniques will be learned from "hands-on" experience. The course may be taken two times for credit.

##### 141. TELEVISION PRACTICUM. (1) Fall, Spring.

Credit may be earned for staff work on the University TV station. Basic equipment operation and production techniques will be learned from "hands on" experience. The course may be taken two times for credit.

##### 142. STUDENT PUBLICATIONS PRACTICUM — Newspaper. (1) Fall, Spring.

Participation in staff duties or other assignments for student newspaper. Open to majors and nonmajors, but no more than two hours credit may be obtained in 142 and/or 143. Prerequisite: Consent of faculty advisor.

##### 143. STUDENT PUBLICATIONS PRACTICUM — Yearbook. (1) Fall, Spring.

Same as for 142 except work is on yearbook. Prerequisite: Consent of faculty advisor.

##### 201. INTRODUCTION TO MASS COMMUNICATION. (3) Spring.

Investigation and analysis of the theories of mass communication systems in the United States. Emphasis on the uses and future of all types of mass media and investigation of career options.

##### 220. PHOTOGRAPHY. (3) Fall, Spring.

The fundamentals of still, cinema and video photography, developing and printing, enlarging, use of photographic equipment and standard techniques are studied by lecture and laboratory work. Fee: \$25.

##### 230. BROADCAST NEWS WRITING. (3) Fall.

Basic principles of broadcast news gathering, writing, and style preparation. Exercises in writing with actual news assignments for KHCA and TV 19. Prerequisite: Eng. 103 or equivalent.

##### 231. BASIC NEWS. (3) Fall.

Fundamentals of gathering and writing news for the mass media. Exercise in writing mechanics, news style and news value. Prerequisite: Eng. 103 or equivalent.

##### 251. MODERN MEDIA TECHNOLOGIES. (3) Fall.

This course is designed to introduce current technologies in the field. Topics will include satellite, cable, fiber optics, cellular innovations, etc.

##### 253. FIELD PRODUCTION TECHNIQUES. (2) Spring.

Techniques for electronic news gathering, electronic field production, and post production. Includes set up and operation of remote production equipment, studio post production equipment, and editing facilities.

##### 275. BROADCAST NEWS REPORTING. (2) Spring. Offered 1989-90.

Devoted to correct reporting and interviewing techniques for radio and television broadcasting. Student productions will be used for on-the-air broadcasts over TV 19 and KHCA. Prerequisite: Com M 230.

##### 280/580. PUBLIC RELATIONS PRINCIPLES. (3) Fall.

An examination of the basic principles and philosophies underlying public relationships, followed by a study of current policies, methods, and media employed by industrial, business, educational, and social organizations.

##### 301. REPORTING FOR THE PRINT MEDIA. (3) Spring.

Advanced practice in gathering and writing specialized types of news for print media. Prerequisite 231.

##### 302. EDITING FOR THE PRINT MEDIA. (3) Spring.

Preparation of copy for print media, copyreading, headline writing, desk work, and page makeup. Attention is given to news values, reader interest, promotion techniques and editorial problems. Special consideration is given to editorial practices of small town dailies and weeklies. Prerequisite: 231.

**303. PRINT ADVERTISING.** (3) Fall.

The psychology, theory and design of advertising. Special emphasis on print, radio, newspaper, magazine, billboards, direct mail, brochures and specialties. Introduction to desk top publishing with hands-on work required in the MacIntosh Computer Lab. Includes the study of the buying and selling of print advertising.

**304. BROADCAST ADVERTISING.** (3) Spring.

This course places special emphasis on broadcast advertising. Includes the study of the buying and selling of broadcast advertising; understanding Arbitron, Nielsen, and other rating services; and demographic audience analysis. Major project includes writing and implementing an advertising campaign for an actual client using all appropriate media. Prerequisite for advertising majors: Com M 303.

**305. PUBLICATIONS PHOTOGRAPHY.** (2) Spring. Alternate years, offered 1989-90.

Attention is given to the special problems of news coverage by camera, magazine illustration, and communication through the printed photograph. Picture quality, production techniques, and picture editing are emphasized. Prerequisite: 220 or equivalent. Fee \$25.

**307. FIELD EXPERIENCES IN PUBLIC RELATIONS.** (1) Fall, Spring.

Participation in staff duties or other assignments in a student-run public relations agency. Basic writing skills, promotion techniques, and agency operation will be learned through hands-on experience. Prerequisites: 231, 280, Eng. 103, and consent of faculty advisor.

**322/522. TYPOGRAPHY AND GRAPHIC ARTS.** (3) Fall.

Principles of 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.

**323/523. ARTICLE WRITING.** (3) Spring.

Extensive practice in preparation and marketing of feature articles for use in magazines and newspapers. Attention is given to selection of topics, information gathering, and writing style and organization. Prerequisite: 231.

**351/551. RELIGIOUS APPLICATIONS OF MEDIA.** (3) Fall. Alternates with 371; offered 1989-90.

Principles and practice of adapting religious messages to the electronic and print media. Prerequisite: 251.

**370. RADIO AND TELEVISION PROGRAMMING.** (3) Spring. Alternates with 409; offered 1990-91.

Analysis of the programming function of radio and television broadcasting. Programming philosophies of commercial and public agencies will be investigated in light of governmental and industry standards. The relationship of programming to total station operation will be evaluated. Emphasis will be placed on the uses of programming and some alternatives to present practice. Prerequisite: 251 or consent of instructor.

**371. RADIO PRODUCTION AND WRITING.** (3) Fall. Alternates with 351; Offered 1990-91.

The creation of programs for radio: writing, directing, acting, and effective use of equipment. Application of critical standards to the creative process. Prerequisite: 251 or consent of the instructor.

**372/572. TELEVISION PRODUCTION AND WRITING.** (3) Fall.

The basic elements of television production and writing. Includes "hands on" experience with cameras, audio, lighting, graphics, editing, production, and direction. Work with the campus cable Channel 19 will be utilized.

**394/594. PUBLIC RELATIONS CASE STUDIES.** (2) Spring. Alternate years; offered 1990-91.

A study of public relations ethics, writing, media relations, and case studies. Prerequisite: 280.

**396/596. PUBLIC RELATIONS CAMPAIGNS.** (2) Spring. Alternate years; offered 1989-90.

Planning and preparation of publicity material for various media; application of public relations techniques; study of current public relations campaigns. Prerequisite: 280.

**409/509. ADVANCED TELEVISION DIRECTION AND PRODUCTION.** (3) Spring. Alternates with 370; offered 1989-90.

Scripting, producing, and directing features, specials, documentaries, and other advanced projects. Includes editing and production techniques. Practical knowledge is gained by working with the campus cable Channel 19. Prerequisite: 372.

**410/510. RHETORICAL AND COMMUNICATION THEORY.** (3) Spring. Alternates with 412, offered 1990-91.

Introduction to ancient and modern theories of communication. Includes investigation and analysis of major accounts of the nature and practice of communication.

**412/512. COMMUNICATION LAW.** (3) Spring. Alternates with 410; offered 1989-90.

Study of 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. Offered 1989-90.

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. The student will learn to recognize the need for and to develop and implement personal value systems and/or code of ethics.

**441-444/541-544. INTERNSHIP IN ADVERTISING, PRINT JOURNALISM, PUBLIC RELATIONS, AND RADIO-TELEVISION.** (3) Offered on demand.

Supervised in a commercial or educational setting. Designed to give the student an opportunity for observation and practice of fundamentals in a professional setting.

**450/550. INDEPENDENT STUDY.** (1-3) Offered on demand.

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.

**ORAL COMMUNICATION (Com O)****101. BASIC SPEECH COMMUNICATION.** (3) Fall, Spring.

Instruction and practice in the theory and skills of public and interpersonal communication, the 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.

Credit may be earned for satisfactory participation in intercollegiate debate competition. The course may be taken two times for credit. Prerequisite: Consent of the debate instructor.

**161. ORAL INTERPRETATION PRACTICUM.** (1) Fall, Spring.

Credit may be earned for adaptation and production of dramatic and nondramatic literature for public representation in an ensemble program or lecture recital. The course may be taken two times for credit. Prerequisite: 255 and consent of the director.

**171. FORENSICS PRACTICUM.** (1) Fall, Spring.

Credit may be earned for satisfactory participation in intercollegiate individual events. This course may be taken two times for credit. Prerequisite: Consent of the forensics instructor.

**210. PUBLIC COMMUNICATION.** (2) Fall, Spring.

Preparation, delivery, and critical evaluation of prepared speeches. Prerequisite: 101 or consent of instructor.

**211. VOICE AND ARTICULATION.** (2) Fall.

A drill course for improving the use of normal speaking voice, articulation and pronunciation. Exercises, practice projects, and voice recording and evaluation required.

**255. ORAL INTERPRETATION OF LITERATURE.** (3) Fall.

Analysis and oral presentation of the various literary genres, including the essay, prose fiction, poetry and drama.

**260. INTERPERSONAL COMMUNICATION.** (3) Spring. Alternates with 262; offered 1990-91.

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. Alternates with 263; offered 1989-90.

A study of the major aspects of and the variables affecting nonverbal communication with special emphasis upon the cross-cultural contexts of nonverbal behavior.

**262. SMALL GROUP AND ORGANIZATIONAL COMMUNICATION.** (3) Spring. Alternates with 260; offered 1989-90.

Theories and methods of group problem solving and of organizational communication.

**263. ARGUMENTATION AND PERSUASION.** (3) Fall. Alternates with 261; offered 1990-91.

Theory and practice of argumentation and persuasion, including research, the brief, cognitive and affective aspects of persuasion; argument, evidence, and motivation.

**270. ADVANCED INTERCOLLEGIATE DEBATING.** (1) Fall, Spring.

Credit may be earned for satisfactory participation in intercollegiate debate competition. The course may be taken two times for credit. Prerequisite: one year of satisfactory participation in intercollegiate debate.

**271. PARLIAMENTARY LAW.** (1) Spring.

Study and practice of the principles of parliamentary procedure as they apply to the conduct of all types of business and professional meetings.

**272. PROFESSIONAL INTERVIEWING PRACTICUM.** (1) Fall.

Study of the philosophy and techniques of interviewing procedures. Training in preparation for and in the conducting of interviews.

**290/590. PHONETICS.** (3) Fall.

An introductory study of the principles of phonetic sciences with practical application of articulatory phonetics and experience in auditory discrimination. Geographical and ethnic dialects will be discussed. Prerequisite: 250 or 211.

**450/550. INDEPENDENT STUDY.** (1-3) Offered on demand.

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 at each level. Prerequisite: consent of department chairman.

**THEATER (Com T)**

**131. THEATER PRACTICUM.** (1-2) Fall, Spring, Summer.

Credit may be earned for participation in department productions including Searcy Summer Dinner Theater. This credit may be for supervised rehearsal and performance or for technical production work. Before enrolling a student will need to negotiate a credit contract with the director. The course may be taken twice for credit.

**190. INTRODUCTION TO ACTING.** (3) Fall. Alternates 310; offered 1990-91. Also every summer.

Lecture-laboratory in acting methods and techniques. Credit may be earned in the summer by participating in Searcy Summer Dinner Theater.

**204. INTRODUCTION TO THE THEATER.** (3) Fall. Alternates with 206; offered 1989-90.

Orientation to the theory and practice of theater arts, including a survey of productions, plays, direction and personnel. Management of theater programs for children, high school, college and commercial theater. Includes a study of current theater management procedures.

**206. TECHNICAL THEATER PRODUCTION.** (3) Spring. Alternates with 308; offered 1990-91. Also every summer.

Basic theory and practice in technical production and organization including purchasing, source of materials, and budgeting as well as instruction in tool use, construction procedures, basic lighting techniques, sound equipment, costume shop procedures and stage management. Credit may be earned in the summer by participating in technical production work on Searcy Summer Dinner Theater.

**306. CONTEMPORARY DRAMA IN PERFORMANCE.** (3) Fall. Alternates with 204; offered 1990-91.

Plays for the modern stage. Reading, analysis, and approach to performance of plays, including study of possible production approaches to each. Prerequisites: 190 and 204 or consent of the instructor.

**308. THEATER HISTORY.** (3) Spring. Alternates with 206; offered 1989-90.

General study of the rise and development of the western theater: Classical period to Ibsen. Reading representative plays coordinated with study and development in the physical theater, with staging and with the roles of actor and director. Prerequisite: 204 or consent of the instructor.

**309. ADVANCED ACTING.** (3) Fall. (concurrent with Com T 190). Alternates with 310; offered 1990-1991. Also every summer.

Application of different styles of acting to period and modern plays for presentation as audition and performance pieces. Prerequisite: 190.

**310. PLAY PRODUCTION.** (3) Fall. Alternates with 190; offered 1989-90.

Lecture-workshop in selecting, analyzing, staging, and producing plays. Includes student production of short plays. Prerequisites: 204 and 206 or consent of instructor.

**311. LIGHTING AND MAKE-UP FOR TELEVISION AND THE STAGE.** (3) Spring. Alternates with 312; offered 1990-91.

A study of instrument selection, lamping, electrical control, color media plotting and design layout. Includes practical aspect of hanging and operating lights for TV and stage productions. Make-up involves principles and application of make-up. Three class periods and one hour laboratory per week.

**312. COSTUME AND SCENE DESIGN.** (3) Spring. Alternates with 311; offered 1989-90.

A study of form and style and the use of elements of design for the stage. Requires the execution of sketches, technical drawings, and renderings or models of costumes and set designs for varying styles and historical periods to give the student a breadth of experience in research, design, and technique. Three class periods and one hour laboratory per week.

**352/552. INTERPRETERS THEATER.** (3) Offered on sufficient demand.

A study of the theory and techniques of group presentation of dramatic and nondramatic literature. Adaptation of material, casting, rehearsing, directing, and production of interpreters theater scripts. Emphasis on analysis and criticism of the literature and on program building. Prerequisite: Com O 255 or consent of instructor.

**450/550. INDEPENDENT STUDY.** (1-3) Offered on demand.

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. Prerequisite: consent of department chairman.

**COOPERATIVE EDUCATION**

**DIRECTOR:**

Durward McGaha, M.S.E.

Students desiring to obtain practical experience while helping finance their education should investigate Harding's cooperative education program. Students who meet the academic and personal qualifications for this program will be expected to complete at least two work assignments during the sophomore, junior, and senior years. Students may pursue either an alternating plan of full-time work or a parallel plan of half-time work while enrolled in other classes. A maximum of 4 hours of elective credit in cooperative education will be accepted for students transferring from a community college or other institution which grants credit for work assignments during the sophomore year. A maximum of 6 hours will be accepted in transfer if at least 2 hours were earned after the sophomore year.

**267. COOPERATIVE EDUCATION PROJECT.** (2-3) Offered on demand.

Academic credit granted for a special project conducted in connection with a cooperative education work experience under the supervision of a faculty member assigned by the chairman of the department of the student's major field. The project will include written and/or oral reports and an assessment of the educational value of the work experience. A maximum of 6 hours of credit may be earned through two or more work experiences. If a given department decides that the work experience and concurrent study project merit credit in the major field, the department chairman may request the Vice President for Academic Affairs on behalf of juniors and seniors, prior to the completion of the work project and reporting of grades to the Registrar, to approve department credit; for example, Mathematics 267 or Sociology 267. Prerequisite: Sophomore standing, 2.20 GPA, and joint approval of the department chairman and Director of Cooperative Education.

**DEPARTMENT OF ENGLISH  
LANGUAGE AND LITERATURE**

**PROFESSORS:**

Dennis M. Organ, Ph.D.

Chairman

Larry Long, Ph.D.

Duane McCampbell, Ph.D.

Charles Pittman, M.A.

Eugene Underwood, Ed.D.

**ASSOCIATE PROFESSORS:**

Rodger Lee Brewer, Ph.D.  
 Kenneth W. Hammes, Ph.D.  
 Alice K. Jewell, M.A.  
 Betty Thornton Ulrey, M.Ed.

**ASSISTANT PROFESSOR:**

Ray Wright, D.A.

**ASSOCIATE INSTRUCTOR:**

Margarette Cook, B.A.

Assisting from other departments:

**PROFESSORS:**

Betty Work Watson, M.A.  
 Dorothy S. Wright, Dr. de l'Universite

**ASSOCIATE PROFESSOR:**

Bill Lambert, M.A.

The purpose of the Department of English is to assist the students in developing habits of logical thinking and effective expression and to lead them to an appreciation of the creative mind. Literature is treated not merely as artistic expression but also as a progressive development of human culture, thought, and ideals. By relating to their own age the finest thinking and the highest achievement of the past, the students can lay a foundation for understanding their present culture and for grasping the means by which the minds of men have broadened with the passing of each age.

Major: 34 hours, including 231, 251, 252, 271, 272, 281, 371, and 15 hours of electives in English numbered 200 or higher, at least 9 of which must be 250 or higher.

Majors certifying to teach must take 322, which will count as 3 of the elective hours. In addition, two years of modern foreign language study are required of majors not certifying to teach and one year of a modern foreign language is required of majors certifying to teach.

Minor (required of those certifying to teach English): 24 hours, including 251, 252, 271, 272, 281, 322, and 6 hours of elective work in English numbered 200 or higher. English 231 is highly recommended.

Minor (if not certifying to teach English): 18 hours, including 103, 201, 202, and 6 hours of upper-level work.

Minor in Writing: 18 hours, including 103, 281, 291, 322, and 6 hours elected from 104, 311, Com M 323 and 410, and Bus. 350. This curriculum is designed for those who seek careers in writing but wish to major in a field other than English.

All students preparing to teach in elementary and secondary schools must satisfactorily complete six hours of English 102-103-104 or the equivalent. For students certifying to teach English, 281 is accepted in lieu of 104. A grade of at least "C" in each course is required for admission to the Teacher Education Program.

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, Com O 151, 263 and Com M 142, 143 are also desirable electives. Com O 255 is also a useful elective for prospective English teachers.

**099. BASIC ENGLISH AS A SECOND LANGUAGE.** (3-6) Fall, Spring.

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.

This course is designed for students whose background is inadequate for enrollment in English 102. It does not satisfy the institutional requirement in composition. Three hours of lecture, two hours of laboratory. (Criteria for placement in the course will be determined by scores on placement test given to incoming freshmen.) The course does not count toward a major, minor, or general education requirements.

**101. ENGLISH AS A SECOND LANGUAGE.** (3) Fall, Spring.

Designed for students for whom English is not the native language, this course concentrates on English word formation, grammatical agreement, spelling, and phonetic distinction needed for adequate listening, speaking, reading, and writing in college level English.

**102. GRAMMAR AND COMPOSITION.** (3) Fall, Spring.

Required for students who have no credit in college composition and who scored 17 or below on the ACT English examination; this course emphasizes grammar and mechanics and introduces basic writing skills. Not open to students who have earned credit in 103 or who achieved a score of 18 or higher on the ACT English examination except by permission of the Chairman of the English Department.

**103. COMPOSITION, RHETORIC, AND RESEARCH.** (3) Fall, Spring.

This course stresses principles of effective writing. Also, students are given specific instruction in using the library, in research methods, and in writing the research paper. Prerequisite: 102 or a score of 18 or higher on the ACT English examination.

**104. LITERATURE AND COMPOSITION.** (3) Fall, Spring.

Introducing students to literature with special attention being given to poetry, drama, and short fiction, this course also gives students the opportunity to develop further their writing skills.

**201, 202. LITERATURE OF THE WESTERN WORLD.** (3, 3) Fall, Spring.

Emphasizing writers whose ideas are representative of concepts, movements, or creative expressions which have had significant impact upon western culture, this course examines important views regarding the nature of man and of his place in the world. The course is closely related to Art 101, Music 101 and History 111.

**231. INTRODUCTION TO LITERARY STUDY.** (1) Spring.

Designed as a basic overview of literary studies, this course introduces students to library resources, genre, literary terminology, critical approaches, and language history.

**249. ENGLISH PROFICIENCY.** (3) Fall, Spring, Summer.

Intensive practice in writing is the main component of this course. Passing the course will satisfy the institutional English proficiency requirement. Students who have major deficiencies in English grammar and composition are encouraged to take this course. Open only to juniors and seniors. Does not count toward the major or minor in English.

**251, 252. BRITISH LITERATURE SURVEY.** (3, 3) Fall, Spring.

This course examines the 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.

This course examines the developments and significance of American literature, with its historical, social, and philosophical backgrounds from the beginning to present times.

**281. ADVANCED COMPOSITION.** (3) Fall.

This course is designed to allow advanced students to develop and polish their skills in writing, particularly expository and argumentative prose, although narrative and descriptive writing will also be included. Tutorial work in the Writing Center is required one hour per week.

291. BUSINESS AND PROFESSIONAL WRITING. (3) Spring. Alternates with 409/509; offered 1990-91.

Designed for students in all disciplines, this course provides writing practice in expository prose and report writing while examining style and writing theory. Students are guided in polishing a research project from their own disciplines. Tutorial work in the Writing Center is required one hour per week.

300. HISTORY OF THE ENGLISH LANGUAGE. (3) Offered on sufficient demand.

Strongly recommended for students planning to attend graduate school, this course traces the development of the English language from Anglo-Saxon to modern English.

311. CREATIVE WRITING. (3) Spring. Alternates with 291; offered 1989-90.

Although this course teaches the characteristics of poetry and fiction, emphasis is given to a workshop format in which students develop, share, and revise their own creative works.

322. SYSTEMS OF ENGLISH GRAMMAR. (3) Spring.

Stressing the basic principles of English grammar, this course is designed particularly for students who plan to teach English. The course reviews functional linguistics, comparative grammars, and syntax. Tutorial work in the Writing Center is required one hour per week.

350. CHILDREN'S LITERATURE. (3) Fall, Spring.

This course provides a study of the types and sources of children's literature, involves the extensive reading necessary to acquaint a prospective teacher with the wealth of material available in the field, and demonstrates procedures in the teaching of literature to children. It does not count toward the major or minor. Prerequisite: EdFd 203.

360/560. AMERICAN POETRY. (3) Summer. Offered on sufficient demand.

Gives the interested student an opportunity to study, in detail, American poetry. Poets studied may vary from year to year, and the course may be repeated with the consent of the department chairman.

370/570. OLD AND MIDDLE ENGLISH LITERATURE. (3) Fall. Alternates with 380/580; offered 1989-90.

With emphasis on Chaucer, this course is designed to give the interested student the opportunity to study this period of British literature in depth.

371/571. SHAKESPEARE. (3) Spring.

Shakespeare's development as a dramatic artist and as an interpreter of humanity is outlined in this course. It gives attention to the resourcefulness of his language and to the penetration of his thought.

380/580. RENAISSANCE AND SEVENTEENTH CENTURY BRITISH LITERATURE. (3) Fall. Alternates with 370/570; offered 1990-91.

Excluding Shakespeare, this course gives attention to major British writers of the period, including sonneteers, dramatists, Spenser, Donne, and Milton.

400/500. RESTORATION AND NEO-CLASSIC LITERATURE. (3) Summer. Offered on sufficient demand.

With major attention given to Dryden, Pope, and Swift, this course provides an opportunity for all in-depth study of the period.

402/502. BRITISH ROMANTIC POETRY. (3) Summer. Offered on sufficient demand.

This course examines in depth the poetry of Wordsworth, Coleridge, Keats, Shelley, and Byron, with appropriate attention to the scholarship devoted to the period.

403. STUDY IN LITERATURE OR COMPOSITION. (3) Offered on sufficient demand.

This course offers specialized study of the literature of a particular author or field or advanced study in composition. It may be repeated with the consent of the department chairman. Prerequisite: Consent of the department chairman.

404/504. VICTORIAN POETRY. (3) Summer. Offered on sufficient demand.

This course gives major emphasis to Tennyson and Browning but notes also lesser poets of the Victorian period.

408/508. AMERICAN SHORT STORY. (3) Fall. Alternates with 411/511; offered 1989-90.

Focusing upon a particular genre, this course provides the student an opportunity to increase his ability to read carefully and to explicate profitably.

409/509. BRITISH SHORT FICTION. (3) Spring. Alternates with 418/518; offered 1990-91.

Short stories and/or novellas of British authors are examined in detail.

411/511. AMERICAN NOVEL. (3) Fall. Alternates with 408/508; offered 1990-91.

This course examines the development of the American novel from its early instances to the present time. This course may vary from year to year and may be repeated with the consent of the department chairman.

415/515. LITERATURE FOR TEACHERS. (3) Summer. Offered on sufficient demand.

This course is designed primarily for teachers in secondary schools. The course will include units on folklore, mythology, and minority literature.

418/518. BRITISH NOVEL. (3) Spring. Alternates with 409/509; offered 1989-90.

This course examines the development of the British novel from its early instances to the present time. This course may vary from year to year and may be repeated with the consent of the department chairman.

450. INDEPENDENT STUDY. (1-3) Offered on demand.

When in the judgment of the chairman of the English Department and of the appropriate member of the English faculty senior students majoring in English can advantageously embark upon an independent study project, the content of this course may be adapted to their specific needs.

#### HONORS PROGRAM

151. INTRODUCTION TO HONORS. (3) Fall, Spring.

This course replaces English 103 for the Honors student. It is designed to help new honors students become acquainted with the Harding Honors Program; learn to work in a scholarly community; develop skills in reading, writing, speaking, and listening; and do independent research.

### DEPARTMENT OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

#### PROFESSORS:

Winfred O. Wright, Dr. de l'Universite,  
Chairman

Dorothy S. Wright, Dr. de l'Universite

#### ASSOCIATE PROFESSOR:

Ava M. Conley, M.A.

Assisting from other departments:

#### PROFESSOR:

Robert L. Helsten, M.A.

#### ASSISTANT PROFESSOR:

Terry Edwards, M.A.

The department seeks 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, or for a variety of careers where a foreign language is of value. Such careers include foreign missions, translation, government service, or international business and industry. A knowledge of a foreign language is considered an asset in many professions and careers in the United States. Employers who are considering applicants of otherwise similar qualifications often choose the one who can communicate in a foreign language.

#### STUDY ABROAD

The department provides numerous opportunities:

1. The Harding University in Florence Program offers a semester of study in Florence, Italy.

2. The French Work/Study Tour is a summer program combining 7 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 6-8 weeks of evangelistic campaigns with language and culture study in Venezuela or another Latin American country.
4. The Independent Study Abroad Program provides a semester of study in a foreign university often combined with residence in a home where the target language is spoken.

**Placement** of students with foreign language background will vary 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 an advanced course.

**Validation credit** for previous language study may be obtained upon written request as follows: A student 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**, may receive 8 hours of credit for the elementary course.

### BACHELOR OF ARTS DEGREES

**French:** Major: 30 hours in French, including 18 hours of upper-level credit (Students planning graduate studies in French are encouraged to take additional upper-level courses.)

Minor: 18 hours in French, including 6 hours of upper-level credit.

**Spanish:** Major: 30 hours in Spanish, including 18 hours of upper-level credit. (Students planning graduate studies in Spanish are encouraged to take additional upper-level courses.)

Minor: 18 hours in Spanish, including 6 hours of upper-level credit.

**International Studies:** Major: 68 hours, including 20 hours in foreign languages (6 hours must be upper-level): Pol. Sci. 202; Econ. 201; 3 hours from Anthro. 250, 320, 401; Missions 388 or Com O 261; 3 hours from Geo. 212 or 300; 3 hours from Pol. Sci. 300, 351, 410, or Econ. 420; 3 hours from Hist. 311, 447, Fren. 305, Span. 315 or 325; Soc. Sc. 301; Int. Studies 310, 460; a 21-hour career concentration in such areas as foreign political service, international business, international communications, human services, foreign languages or vocational missions to be jointly approved by the chairman of the Department of Foreign Languages and International Studies and the chairman or dean of the selected discipline. A minor is not required.

Students who certify 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. Students are encouraged to certify in a second area such as English or other foreign language.

### FRENCH

100. **BEGINNING FRENCH FOR BUSINESS AND TRAVEL.** (2) Spring. Offered on sufficient demand.  
A course designed to introduce students with no background in French to the basic elements of the language. Emphasis will be given to oral communication in every day situations.
- 101-102. **ELEMENTARY FRENCH.** (4, 4) Fall, Spring.  
A beginning course designed for students with little or no background in French. Emphasis is given to oral and written communication, grammar, and culture. Five class periods per week.
- 201-202. **INTERMEDIATE FRENCH.** (3, 3) Fall, Spring.  
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.
251. **FRENCH CONVERSATION.** (1) Fall. 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 French 251, 252, 253. Prerequisite: 102 or equivalent.
252. **FRENCH FOR RELIGIOUS COMMUNICATION.** (1) Spring. Offered on sufficient demand. Alternates with 253; offered 1990-91.  
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 French 251, 252, 253. Prerequisite: 102 or equivalent.
253. **FRENCH FOR BUSINESS COMMUNICATION.** (1) Spring. Offered on sufficient demand. Alternates with 252; offered 1989-90.  
A study of selected business vocabulary and documents with emphasis on practical vocabulary for every day business situations. May be repeated for credit. A total of 4 hours may be earned in French 251, 252, 253. Prerequisite: 102 or equivalent.
- 301, 302. **INTRODUCTION TO FRENCH LITERATURE.** (3, 3) Fall, Spring. Alternates with 303-304; offered 1990-91.  
A survey of major authors and their works from the Middle Ages to the present. Prerequisite: 202 or equivalent.
- 303/503. **ADVANCED COMPOSITION.** (3) Fall. Alternates with 301; offered 1989-90.  
Techniques of writing in French. Imitation of selected French texts illustrating various styles. Exercises in creative writing. Prerequisite: 202 or equivalent.
- 304/504. **ADVANCED FRENCH.** (3) Spring. Alternates with 302; offered 1989-90.  
A practical application of advanced grammar in group discussions, reports and translations. Literary analysis of passages from representative works. Prerequisite: 202 or equivalent.
- 305/605. **CONTEMPORARY FRENCH CIVILIZATION.** (3) Offered on sufficient demand.  
A study of the mores, customs, government and important personalities of present day France. Prerequisite: 202 or equivalent.
- 432/532. **FRENCH CLASSICISM.** (3) Spring. Alternates with 434/534; offered 1990-91.  
A study of Corneille, Racine, Moliere, Pascal, La Fontaine, and others. Prerequisite: Any 300 course or equivalent.
- 434/534. **LITERATURE OF THE 19TH CENTURY.** (3) Spring. Alternates with 432/532; offered 1989-90.  
A study of representative writers of the 19th Century and the important literary movements. Prerequisite: Any 300 course or equivalent.
- 435/535. **LITERATURE OF THE 20TH CENTURY.** (3) Fall. Alternate years; offered 1990-91.  
A study of outstanding writers of the 20th Century and of 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 or graduate students majoring in French. Prerequisite: Consent of the instructor and department chairman.

### GERMAN

- 101-102. **ELEMENTARY GERMAN.** (4, 4) Fall, Spring.  
A beginning course designed for students with little or no background in German. Emphasis is given to oral and written communication, grammar, and culture. Five class periods per week.
- 105-106. **GERMAN FOR READING.** (3, 3) Fall, Spring.  
A study of grammar, vocabulary, and syntax with the reading of selected literary and scientific works.



201-202. INTERMEDIATE GERMAN. (3, 3) Fall, Spring. Offered on sufficient demand.

A review of grammar with continued emphasis on oral and written communications in literature and culture. Prerequisite: 102 or two years of high school German.

#### ITALIAN

100. BEGINNING ITALIAN FOR BUSINESS AND TRAVEL. (2) Fall, Spring. Offered on sufficient demand.

A course designed to introduce students with no background in Italian to the basic elements of the language. Emphasis will be given to oral communication and to cultural understanding.

101-102. ELEMENTARY ITALIAN. (4, 4) Fall, Spring.

A beginning course designed for students with little or no background in Italian. Emphasis is given to oral and written communication, grammar, and culture. Five class periods per week. Also offered in HUF Program.

201-202. INTERMEDIATE ITALIAN. (3, 3) Offered only upon demand in the Harding University in Florence (Italy) 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.

#### SPANISH

100. BEGINNING SPANISH FOR BUSINESS AND TRAVEL. (2) Spring. Offered on sufficient demand.

A course designed to introduce students with no background in Spanish to the basic elements of the language. Emphasis will be given to oral communication in every day situations.

101-102. ELEMENTARY SPANISH. (4, 4) Fall, Spring.

A beginning course designed for students with little or no background in Spanish. Emphasis is given to oral and written communication, grammar, and culture. Attention is also given to individualized career interests with the student selecting from such areas as business and economics, medical and health professions, social services, Spanish for the teachers in bilingual classrooms, or general communication. Five class periods per week.

201-202. INTERMEDIATE SPANISH. (3, 3) Fall, Spring.

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.

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 Spanish 251 or 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 Spanish 251, 252. Prerequisite: 102 or equivalent.

301, 302. INTRODUCTION TO SPANISH LITERATURE. (3, 3) Fall, Spring. Alternates with 303-304; offered 1990-91.

A survey of major authors and their works. Prerequisite: 202 or equivalent.

303/503. ADVANCED COMPOSITION AND GRAMMAR REVIEW. (3) Fall. Alternates with 301; offered 1989-90.

A practical application of Spanish with advanced conversation, literary analysis, phonetic review and an overview of Peninsular Spanish culture.

304/504. ADVANCED SPANISH. (3) Spring. Alternates with 302; offered 1989-90.

A practical application of Spanish with advanced conversation, literary analysis, and phonetic review. Prerequisite: 202 or equivalent.

311/511. SURVEY OF LATIN AMERICAN LITERATURE. (3) Fall. Alternates with 315; offered 1989-90.

A survey of major Latin American authors and their works. Prerequisite: 202 or equivalent.

315/515. LATIN AMERICAN CIVILIZATION. (3) Fall. Alternates with 311/511; offered 1990-91.

A cultural survey of the Latin American nations with emphasis on the contemporary period. The course will be taught in Spanish unless there is sufficient demand for the classroom sessions to be 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.

A survey history of the Spanish language with particular emphasis on the 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. Alternates with 436/536; offered 1989-90.

The essay and the novel with historical emphasis on the Generation of 1898 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. Alternates with 435/535; offered 1988-89.

A study of 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 or graduate students majoring in Spanish. Prerequisite: Consent of the instructor and the department chairman.

#### INTERNATIONAL STUDIES

310/510. INDEPENDENT STUDY ABROAD. (3-12).

Guided study abroad in an approved foreign institution of higher learning. Before the student enrolls for the course, the International Studies chairman must approve: the institution, living arrangements, program of study, the specific courses in which credit at Harding University will be granted, and the number of credit hours to be received. The prescribed program must be completed and an evaluation of the student's performance provided by the foreign institution. 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.

460/660. SEMINAR IN INTERNATIONAL STUDIES. (3) Spring. Offered on sufficient demand.

In-depth research into the culture and major concerns of the student's selected world area. Prerequisite: Senior standing with a major in International Studies or graduate standing.

## GENERAL SCIENCE

The Departments of Biology, Mathematics and Computer Science, and Physical Science cooperate in offering an interdepartmental major. This program in general science is designed for those who need training in several branches of science in order to teach science in high school and for those who for any other reason desire a broad understanding and appreciation of the sciences. Both the Bachelor of Arts and the Bachelor of Science degrees are offered in general science. Since they will need to take 24 hours of approved courses in education, those planning to certify to teach in the minimum time should elect the Bachelor of Arts program, omit from the general education program Mathematics 101 and Physical Science 102, and take EdFd. 203 instead of Psychology 131. CLEP credit in Biology 111 is not accepted for a major or minor in general science or as a prerequisite for more advanced biology courses.

Major (Bachelor of Arts): 57 hours in the biological and physical sciences and mathematics, including Biol. 151, 152, 252; Chem. 121-122 or 114-115; Math. 152; Phy. Sci. 101; Physics 201-202 or 211-212; and a total of 24 hours of upper-level work in two of the following fields — biology, chemistry, computer science, mathematics, physics — with a minimum of 6 hours in each of the two selected. A minor is not required.

Major (Bachelor of Science): 69 hours in the biological and physical sciences and mathematics, including Biol. 151, 152, 252; Chem. 121-122; Math. 201; Phy. Sci. 101, 410; Physics 201-202 or 211-212; and a total of 24 hours of upper-level work in two of the following fields — biology, chemistry, computer science, mathematics, physics — with a minimum of 6 hours in each of the two selected. In addition, one year of German, French or Spanish, or a reading proficiency in one of these languages demon-

strated by examination, is required. Comp. 101 is highly recommended. Bible 101 is highly recommended. 1989-1990 Harding University Catalog  
minor is not required.

Minor: 39 hours in the biological and physical sciences and mathematics, including Biol. 151, 152, 252; Chem. 121-122 or 114-115; Math 152 or 201; Phy. Sci. 101; Physics 201-202 or 211-212; and 6 hours of upper-level work in the area.

For a description of course offerings, see Department of Biology, Department of Mathematics and Computer Science, and Department of Physical Science.

## GENERAL STUDIES

The colleges and schools of Harding University cooperate in offering a multi-disciplinary Bachelor of Arts degree in General Studies. The degree is intended for those students who need a creative plan of study that serves their professional aspirations better than established traditional majors. A curriculum plan should be approved in writing by the Vice President for Academic Affairs.

A minimum of 128 semester hours is required with a cumulative grade point average of 2.0 on all semester hours attempted. Additionally, a 2.0 is required in the major thematic concentration area (minimum 30 hours) as well as the second thematic concentration area (minimum 12 hours).

General education courses may *not* be used to meet any other requirements of the degree. Any developmental course obligations are additional to the stated degree requirements.

Major and secondary thematic concentrations may be chosen from the following groups: GROUP I (Arts and Humanities) Fine Art, Graphic Design, English, Foreign Languages and International Studies, History, Humanities, Music, Communication, Religion and Philosophy, Interior Design, Geography; GROUP II (Natural Sciences and Mathematics) Biology, Chemistry, Mathematics, Physical Science, Physics, Computer Science, GROUP III (Behavioral and Social Sciences) Education, Political Science, Social Sciences, Health and Physical Education (Professional courses only), Psychology, Social Work, Sociology, Anthropology; GROUP IV (Business) Accounting, Business, Computer Information Systems, Economics, Management, Marketing, Office Information Systems; GROUP V (Applied Sciences) Home Economics, Nursing, Speech/Language/Hearing, Cooperative Education.

Specific course work within a thematic area will be chosen after careful consultation with the student's academic advisor.

## HARDING UNIVERSITY IN FLORENCE PROGRAM

**Bible 313/513. PAUL.** (2 or 3) Offered only in the Harding University in Florence (Italy) curriculum.

A study of the figure of Paul in the New Testament — apostle, Roman citizen, missionary. Selected passages from Acts of Apostles and Paul's letters will be examined. Background mate-

rial relating to his apostleship to the Gentiles will be examined in Rome and elsewhere. This or another course in Bible is **required** as part of the HUF program.

**Humanities 201. INTRODUCTION TO EUROPEAN STUDIES.** (1) Fall, Spring.

Orientation and training for those attending Harding University in Florence, Italy. This course is designed to prepare students for their international experience in living and study in Europe. It will include enhancement in cultural sensitivity and practical matters of survival in a different cultural setting. There will be approximately fifteen hours of class time plus "hands-on" experiences in Europe. Students will be encouraged to do research on places to visit and things to do with reference to their particular major.

**Humanities 260. OUR WESTERN HERITAGE.** (4-6) Offered only in the Harding University in Florence (Italy) curriculum.

This course integrates art, music, history, philosophy, religion, and literature. Hum. 260 may substitute for 4 to 6 hours selected from among the following: Art 101, Music 101, Hist. 111, and Eng. 201 or 202. A department chairman may approve upper-level departmental credit for Hum. 260 provided a student gains approval in advance. This course is **required**, either for credit or audit, as part of the HUF program.

**Italian 101-102. ELEMENTARY ITALIAN.** (4, 4) 101 offered Fall, Spring in the Harding University in Florence (Italy) curriculum. 102 offered upon sufficient demand either in the HUF curriculum or during the spring semester on the Searcy campus.

A beginning course designed for students with little or no background in Italian. Emphasis is given to oral and written communications, grammar, and culture. Class time per course will equal five class periods per week in a regular semester. A course in Italian is **required** as part of the HUF program.

**Italian 201-202. INTERMEDIATE ITALIAN.** (3, 3) Offered only upon demand in the Harding University in Florence (Italy) 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.

**Special Studies 290. "Course Title of Special Study."** (3) Offered only in the Harding University in Florence (Italy) curriculum.

A course that will be specifically designed to meet the needs of students (sophomore, junior, or senior) who need the course to meet their educational objectives. A given department chairman may request the Vice President for Academic Affairs to approve department credit with the appropriate course title; for example, English 290, Creative Writing. Prerequisite: Sophomore standing and joint approval of the department chairman and the Vice President for Academic Affairs.



**PROFESSORS:**

Raymond Muncy, Ph.D.  
Chairman  
Clifton L. Ganus, Jr., Ph.D.  
Thomas M. Howard, Ed.D.  
Fred R. Jewell, Ed.D.  
Virgil Lawyer, M.A.  
Joe T. Segraves, Ph.D.  
Thomas R. Statom, Ph.D.

**INSTRUCTOR:**

Mark A. Elrod, M.A.

The work of the department is designed to give students basic information concerning the social forces and institutions which affect civilization and the fundamental principles underlying enlightened citizenship and international relations; to prepare teachers for elementary and secondary schools; to furnish the knowledge and academic discipline needed for graduate study in history, political science, or social science; to provide the preprofessional background for the fields of law, government service, or some related professional field.

All students certifying to teach, regardless of certification area, must take Hist. 101, Pol. Sci. 205, and Pol. Sci. 202 or Soc. 203. Hist. 111 is a general education requirement.

Students preparing to teach social science in secondary schools must complete 12 hours of American history, 6 hours of European history, 3 hours of American national government, 3 hours of economics, and 6 hours of geography, 3 additional hours of political science, and Soc. 203. Students should take Econ. 201, Pol. Sci. 205, and Soc. 203 or Pol. Sci. 202 before the end of the sophomore year. In addition to certifying in the broad area of social science, 6 hours in a specific field of social science are required for certification in that field. For example, 6 hours of geography are required to certify in geography or 6 hours in European history are required to certify in European history.

**BACHELOR OF ARTS DEGREE**

**HISTORY:** Major: 35 hours in history, including 101, 111, 420 or Pol. Sci. 202, History 430, Soc. Sci. 260, 450, and two courses elected from 301, 302, 340, and 403. A minimum of 18 upper-level hours must be elected. In addition, one year of a modern foreign language is required.

Minor: 18 hours in history, of which 6 hours must be upper-level, including 101, 111, 420 or Pol. Sci. 202, and one course elected from 301, 302, 340 or 403.

**POLITICAL SCIENCE:** Major: 33 hours in political science, including 202 or Hist. 420, 205, 251, 254, 255, 300, of which 18 hours must be upper level. In addition, Soc. Sci. 450 and one year of modern foreign language is required.

Minor: 18 hours in political science, of which 6 must be upper level.

**SOCIAL SCIENCE:** Major: 56 hours in social science including Econ. 201-202; one course from Geog. 212, 300 or 301; Hist. 101, 111, 430; two courses elected from Hist. 301, 302, 340, and 403; Pol. Sci. 202 or Hist. 420, 205, 251; Soc. Sci. 260, 450; Soc 203; 6 additional advanced hours in American history; 3 additional advanced hours in non-American history; and 6 additional hours elected from anthropology, economics, geography, political science, and sociology. Those certifying to teach must be certain that they have 6 hours of geography. A minor is not required.

Minor: 18 hours of history, political science, geography, economics; and/or social science, including 6 hours of upper-level credit.

Minor (for students preparing to teach social science in secondary schools): 36 hours of social science including 6 hours of advanced credit. This must include 12 hours in American history, 6 hours in non-American history, 3 hours in American national government, 3 hours of economics, 6 hours in geography, 3 additional hours of political science, and Soc. 203 or Pol. Sci. 202. For this minor Econ. 201, Pol. Sci. 205, and Soc 203 or Pol. Sci. 202, should be elected in satisfying general education requirements. An upper-level American history course and an upper-level European history course will normally be taken for the upper-level credit.

**BACHELOR OF SCIENCE DEGREE**

**AMERICAN STUDIES:** Major: 65 hours in American Studies, including Econ. 201-202; one course from Geog. 212, 300 or 301; Hist 101, 111; two courses elected from Hist. 301, 302, 340, and 403; Mgt. 333; Pol. Sci. 202, 205, 251; Soc. Sci. 260, 450; Soc. 203; 6 hours in American literature from Eng. 271, 272, 360, 408, 411; 6 additional hours in American political science from Pol. Sci. 354, 425, 435; 3 additional hours in American culture from Soc. 305, 355, 405; 6 additional hours in American history from Hist. 301, 302, 340, 366, 403, 420, 441; and Com M 415 or an elective approved by the chairman of the department. In addition, one year of a modern foreign language is required.

Minor: 30 hours in American Studies, including Hist. 101, 111; two courses elected from Hist. 301, 302, 340, and 403; Pol. Sci. 202, 205; Soc. 203; and 9 additional hours selected from three of the five fields listed under the major.

**PUBLIC ADMINISTRATION:** Major: 69 hours, including Acct. 205-206; Bus. 315, 343; Comp. 101, 201; Econ. 201-202; Mgt. 332, 368; Pol. Sci. 205, 251, 254, 255, 304, 435, 436; one course from Com O 260, or 262, or 263; and 17 hours of electives approved by the chairman of the Department of History and Social Science with not more than 6 hours from the School of Business. No minor is required.

## GEOGRAPHY

212. **FUNDAMENTALS OF 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.

300/\*500. **WORLD GEOGRAPHY.** (3) Fall.

A survey of the major geocultural areas of the world, focusing on both the physical traits (land forms, climate, natural resources, etc.) and the land-man relationships in that area (land uses, population distribution, etc.)

301/\*501. **GEOGRAPHY OF THE UNITED STATES.** (3) Spring.

Emphasis on development of urban centers and economic and social factors.

\*Must have at least 3 hours of undergraduate geography credit as prerequisite for taking for graduate credit.

## HISTORY

101. **AMERICAN HISTORY.** (3) Fall, Spring.

Survey of American history with attention to geographical factors, social forces, and political and industrial development.

111. **WESTERN CIVILIZATION.** (3) Fall, Spring.

Development of Western civilization from about 1500 to the present. Emphasis is placed on major political, economic, and social movements.

251. **HISTORY OF THE CIVIL WAR IN AMERICA.** (3) Spring.

Military, social, and economic aspects of the American Civil War, 1860-65. Class trips to the battlefields of Shiloh and Vicksburg are required of all students. For these trips a fee of \$25 is required at the time of registration. Prerequisite: 101 or consent of department chairman. Trip fee: \$25.

301. **EARLY NATIONAL AMERICA 1787-1850.** (3) Fall.

Prerequisite: 101 or consent of department chairman.

302. **EMERGENCE OF MODERN AMERICA 1850-1900.** (3) Spring.

Prerequisite: 101 or consent of department chairman.

311/511. **HISTORY AND CULTURE OF THE FAR EAST.** (3) Fall. Alternate years; offered 1990-91.

A study of China and Japan, including indigenous origins, the impact of the West through the 19th Century, and problems of development through last 50 years.

317/517. **RUSSIA AND THE SOVIET UNION.** (3) Spring.

A study of Russia from the time of Peter the Great. Particular emphasis will be placed on the emergence of Soviet Russia and the political, social, and economic structure of the Soviet Union.

340. **COLONIAL AMERICA 1608-1787.** (3) Spring. Alternate years; offered 1989-90.

Prerequisite: 101 or consent of department chairman.

366. **HISTORY OF THE FRONTIER.** (3) Fall.

Settlement of the West, the laws and policies related to its development, and the effects of the frontier on national life. Prerequisite: 101 or consent of the department chairman.

380/580. **SPECIAL TOPICS IN AMERICAN HISTORY.** (3) Summer.

A different topic of interest in American history will be taught each time the course is offered, such as "The American Indian," "Utopian Communities," "Sports in History," etc.

390/590. **SPECIAL TOPICS IN EUROPEAN HISTORY.** (3) Summer.

A different topic of interest in European history will be taught each time the course is offered, such as "World War II," "Revolutions," "Cities of Europe," etc.

406/506. **HISTORY OF ENGLAND.** (3) Fall. Alternate years; offered 1990-91.

Political, religious, literary, and economic activities of the English people from 1066 to present. Recommended for prelaw students. Prerequisite: 111 or consent of department chairman.

403/503. **TWENTIETH CENTURY AMERICA 1900 TO PRESENT.** (3) Fall. Alternate years; offered 1990-91.

An historiographical and interpretative treatment. Prerequisite: 101 or consent of department chairman. Recommended for those who plan to do graduate study in history.

408/508. **EUROPEAN HISTORY 1500-1789.** (3) Fall. Alternate years; offered 1989-90.

Prerequisite: 111 or consent of department chairman.

420/520. **DIPLOMATIC HISTORY OF THE UNITED STATES.** (3) Fall.

A survey of the diplomacy and foreign policy of the United States from the American Revolution to the present.

430/530. **ANCIENT, MEDIEVAL AND RENAISSANCE HISTORY.** (3) Spring.

A historical survey from antiquity to 1648. Required for all history and social science majors.

441/541. **HISTORY OF THE SOUTH.** (3) Fall. Alternate years; offered 1989-90.

A study of the social, political, and economic development of both the old and the new South. Special attention will be given to those forces that made the South unique. Prerequisite: 101 or consent of department chairman.

446/546. **EUROPEAN HISTORY 1789-1900.** (3) Spring. Alternate years; offered 1990-91.

Prerequisite: 111 or consent of department chairman.

447/547. **MODERN EUROPEAN HISTORY 1900 TO PRESENT.** (3) Spring. Alternate years; offered 1989-90.

Prerequisite: 111 or consent of department chairman.

## POLITICAL SCIENCE

202. **INTERNATIONAL RELATIONS.** (3) Fall, Spring.

A study of the interaction of nation-states by surveying 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.

A study of the constitution, civil rights, and the formal and informal aspects of political decision-making in the United States.

251. **AMERICAN STATE AND LOCAL GOVERNMENT.** (3) Spring.

A study of the nature, functions, public policies, and issues among state and local governments in the United States.

254. **QUANTITATIVE TECHNIQUES IN POLITICAL SCIENCE.** (3) Fall.

An introduction to the basic tools used in modern political science research with special emphasis on statistics used in data analysis and hypothesis testing.

255. **POLICY ANALYSIS AND RESEARCH.** (3) Spring.

A study of public policy made by government of the U.S. utilizing all the analytical tools that are available in the discipline, especially statistical tools. A written research paper in which the students apply their research skills is required. Prerequisite: 254.

300. **COMPARATIVE POLITICAL SYSTEMS.** (3) Fall. Alternate years; offered 1990-91.

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. **PRINCIPLES OF PUBLIC ADMINISTRATION.** (3) Fall. Alternate years; offered 1989-90.

Political influences and management principles of the public bureaucracy.

351. **INTERNATIONAL LAW AND DIPLOMACY.** (3) Spring. Alternate years; offered 1990-91.

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: 202 or approval of the teacher.

354. **AMERICAN POLITICAL INSTITUTIONS.** (3) Spring. Alternate years; offered 1989-90.

Analysis of the Constitution and of the decision-making processes in the major federal government institutions, including the Congress, Presidency, Courts, political parties, and elections.

410/510. **POLITICS AMONG UNDERDEVELOPED NATION STATES.** (3) Spring. Alternate years; offered 1990-91.

An examination of the political processes and economic development of the underdeveloped nation states of Africa, Asia, Latin and South America.

425/525. **AMERICAN POLITICAL THOUGHT.** (3) Spring. Alternate years; offered 1990-91.

Origins and development of American political ideas and institutions from precolonial times to the present.

435/535. **CONSTITUTIONAL LAW.** (3) Spring.

A study of the role of the Supreme Court in the American political system, the principles of Constitutional interpretation, and landmark cases in our legal heritage. Special emphasis is given to contemporary Bill of Rights issues.

436/536. ADMINISTRATIVE LAW. (3) Fall. Alternate years, offered 1990-91

The nature, formulation, implementation, and adjudication of administrative law, and attention to the powers and limitations of regulatory agencies. Prerequisite: 205 or approval of the teacher.

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.

**SOCIAL SCIENCE**

250. OUR WESTERN CULTURE. (3-6) Summer only.

An integrated course in the art, music, and history of Western Europe offered in the summer International Studies Program.

260. INTRODUCTION TO RESEARCH AND WRITING. (3) Fall.

A supervised, practical introduction to research and writing in the social sciences. Requires the completion of various projects which emphasize research techniques and effective communication. Required of all American Studies, History, and Social Science majors.

301/501. GLOBAL ISSUES. (3) Fall.

A study of basic social, economic, and political issues of major concern in the international community. Prerequisite: Pol. Sci. 202.

450/550. SENIOR SEMINAR IN THE SOCIAL SCIENCES. (2) Spring.

Synthesizes the various disciplines in the social science field. Includes course content and bibliography, historiography, scientific research, and critical analysis. Prerequisite: Senior or graduate standing with a major in the social science area.

**DEPARTMENT OF HOME ECONOMICS**

**ASSOCIATE PROFESSORS:**

Elizabeth K. Wilson, M.A.

Chairman

Sharen Crockett, M.S.

Lynn England, M.S.

**ASSISTANT PROFESSOR:**

Loleta Higginbotham, M.A.T.

**INSTRUCTOR:**

Terri Rine, M.Ed.

Assisting from other departments:

**INSTRUCTOR:**

Kathy Howard, M.S.

Home Economics is a profession whose basic philosophy is to improve the quality of life for individuals and families. To fulfill this mission home economics encompasses an interdisciplinary knowledge base that provides study in the content areas of: child development and family relations; family resource management; food, nutrition, dietetics and hospitality management; home economics education; related art and interior design; and textiles, clothing, design, and merchandising.

Consistent with the profession of home economics and the mission of Harding University, the Department of Home Economics seeks to accomplish the following objectives:

1. The preparation of Christian professionals for a variety of careers in specializations directly related to the family or derived from the functions of the family.
2. The preparation of individuals with a strong faith in God and a commitment of service to others.
3. The development of each individual to his/her greatest potential with the knowledge and skills for living a productive, rewarding, and useful life.
4. The preparation of individuals committed to contributing to the quality of life for all individuals and families.

Harding is approved by the State Department of Education and the Federal Office of Education for the training of teachers in vocational home economics. The University is approved for the training of extension home economists. The University is also approved by the American Dietetics Association for the training at the undergraduate level in the Non-coordinated Plan IV Program.

The child development laboratory provides for 18 children, and includes areas of dramatics, block play, library, music, creative art, food preparation, rest, isolation, rest room, teachers' conference room, observation booths, and playground. It is licensed by the Social Services of the State of Arkansas as a day care center.

**MAJORS AND MINORS IN HOME ECONOMICS**

The Home Economics Department offers the Home Economics degree in any one of the following special areas of study: General; Child Development; Interior Design; Fashion Merchandising; Food Merchandising; Home Economics Education (Vocational); and Dietetics. Each emphasis except Dietetics, requires a 18-hour core. The core requirements are:

Home Ec. 100 .....	1 hour
Home Ec. 101 .....	3 hours
Home Ec. 102, 201, or 331 .....	3 hours
Home Ec. 251 .....	3 hours
Home Ec. 323 .....	3 hours
Home Ec. 391 .....	3 hours
Home Ec. 403 .....	2 hours
Home Ec. 400 .....	0 hours
<hr/>	
	18 hours

**BACHELOR OF ARTS DEGREE**

**General Home Economics:** Major: 37 hours including H.Ec. 100, 101, 251, 323, 391, 400, 403, 404; 6 hours from 102, 201, or 331; 6 hours from 203, 405, 406, or 407; Comp. 101; and 6 hours of advanced Home Ec. electives. A minor is required.

**Fashion Merchandising:** Major: 63 hours including H.Ec. 100, 251, 323, 391, 400, 403; 3 hours from H.Ec. 102, 201, or 331; 101, 202, 203, 260, 267, 303, 305; Acct. 205; Bus. 315, 350; Econ. 201; Mgt. 368; Mkt. 330, 335, and

337; C.Sc. 316. Suggested electives: Art 249; H.Ec. 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

**Home Economics — Child Development:** Major: 60 hours including H.Ec. 100, 101, 251, 267, 322, 323, 331, 391, 400, 403, 425; EdFd 320, EIEd 411; S.Wk. 399; Eng. 350; Art 211; Mus. 116; Bible 234, 331; and Soc. 203 and 410; Comp. 101. Suggested electives: Acct. 205; H.Ed. 202, 203; Mgt. 332 or 368. A minor is not required.

**Home Economics — Food Merchandising:** Major: 60 hours including H.Ec. 100, 101, 201, 251, 260, 267, 323, 391, 400, 403, 435, 436, 445; Comp. 101; Com M 201, 220, 280, 303, 322, 323. Suggested electives: Bus. 350; Com M 301, 302, 305, 396; Mgt. 368; Mkt. 330, 335, 337. A minor is not required.

## BACHELOR OF SCIENCE DEGREE

**Dietetics:** Major: (American Dietetics Association Plan IV): 74 hours including H.Ec. 101, 3 hours from H.Ec. 251, 322, or 323; H.Ec. 100, 102, 201, 331, 332, 391, 400, 403, 431, 433, 435, 436; Anthro. 250; Biol. 271, 275; Chem. 114, 115, 271, 324; Comp. 316; Econ. 201; EdFd 307; Mgt. 332. A minor is not required.

**Home Economics Education (Vocational):** Major: 43 hours in home economics, including 100, 101, 102, 201, 203, 202 or 303, 251, 322, 323, 331, 391, 400, 403, 404, 405, 406, 407; Art 117; Soc. 203; Chem. 114; Biol. 111; Phy. Sci. 101; EdFd 307, 320, 336, SeEd 308, 417, 424, 451; and Health Ed. 203; and Math 105. This program includes 9 hours in human development and family relations; 6 hours in consumer education and home management; 6 hours in housing, furnishings, and equipment; 9 hours in food, meal management, and nutrition; 9 hours in clothing and textiles; and 6 hours in related art. Non-teaching majors must complete Art 101, Psy. 131, and one more hour in physical education activity, but may omit the education courses and Health Ed. 203. A minor is not required.

For a student desiring dual certification in home economics and elementary education, it is recommended that the student complete the Bachelor of Arts degree in elementary education after completing the Bachelor of Science degree in home economics.

**Interior Design:** Major: 67 hours including H.Ec. 100, 101, 203, 246, 251, 260, 323, 391, 403, 405, 406, 407, 471, and 3 hours from 102, 201, or 331; Art 102, 117, 260, 370, 372, and 373; 3 hours from Mkt. 330, 335 or 337; Acct. 205; Com M 220 or Comp. 101; and 3 hours of electives. A minor is not required.

Minor: 18 hours in home economics, including 6 advanced-level hours.

### 100. HOME ECONOMICS AS A PROFESSION. (1) Fall.

An introduction to the development of home economics as a profession focusing upon basic concepts, underlying principles and theories, contemporary issues, and areas of specialization. Exploration of educational and professional preparation for the various careers within the profession.

### 101. PRINCIPLES OF FASHION DESIGN AND CLOTHING CONSTRUCTION. (3) Fall, Spring.

The selection of clothing to meet the needs of various members of the family. Practical experience in cutting, pressing, and construction of selected garments, using a variety of fabrics, interpretation of commercial patterns, and sewing machine maintenance. The choice of ready-made clothing and recognition of good fashion designs. Selection of children's clothing. Two hours lecture and three hours laboratory per week.

### 102. FOOD PREPARATION. (3) Fall, Spring.

Principles underlying the selection and preparation of foods. Study of market standards for products, grades, labeling, and the consumer's responsibility in the economic system. Laboratory experiences in application of scientific principles to cooking food. Two hours lecture and three hours laboratory per week.

### 201. MEAL MANAGEMENT. (3) Spring.

Meal planning for the family, stressing nutrition, organization of work, food, costs, marketing, meal preparation, and table service for all occasions. Two hours lecture and three hours laboratory per week.

### 202. CLOTHING TAILORING. (3) Spring. Alternates with 303; offered 1989-90.

Construction techniques of tailoring. A tailored suit or coat is constructed. A combination of professional and custom tailoring is explored. Two hours lecture and three hours laboratory per week. Prerequisite: 101 or equivalent.

### 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 three hours laboratory per week.

### 246. INTERIOR DESIGN PRACTICUM. (1) Fall, Spring, Summer.

Guided experiences in an interior design firm, studio, retail store, or community service organization. Prerequisite: Consent of the instructor.

### 251. FAMILY RELATIONSHIPS. (3) Fall.

Consideration of the family throughout the family life cycle; developmental tasks at each stage. Present-day resources available for strengthening American families. Designed for both men and women students.

### 260. VISUAL MERCHANDISING AND DISPLAY TECHNIQUES. (3) Fall.

Current trends in merchandise presentation; principles and practice in display planning, execution, coordination, and evaluation.

### 267. FIELD EXPERIENCE.

See Cooperative Education.

### 303. ADVANCED CLOTHING ORIGINAL PATTERN DESIGNING. (3) Spring. Alternates with 202; offered 1990-91.

History of clothing design. The development of original simple designs through draping on the dress form and by flat pattern designing. A study of special fitting problems. 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 applied to fashion, buying, household textiles, and apparel marketing and promotion.

### 322. GUIDANCE IN EARLY CHILDHOOD. (3) Fall.

Application of principles of development to the planning of Early Childhood programs. Modification of activities for age level, ability, experience, group, and individual needs. Two hours lecture and three hours participation in Child Development laboratory per week.

### 323. CHILD DEVELOPMENT. (3) Spring.

Study of the physical, mental, emotional, social, and aesthetic development of the child from infancy through adolescence. Two hours lecture and three hours laboratory per week.

### 331. NUTRITION. (3) Fall.

Principles of normal nutrition and metabolism, food values, and requirements for maintenance and growth.

### 332. NUTRITION IN DISEASE. (3) Spring. Alternates with 431/531; offered 1990-91.

Biochemical and physiological conditions which require modification of the normal diet for a part of the therapeutic management of the patient. Role of dietician as a member of the health care system. Prerequisites: 102, 201, 331, and Chem. 114-115.

**391. CONSUMER EDUCATION.** (3) Fall.

A study of 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.** No credit. Required of all seniors both semesters of the senior year. Resume writing, interviewing, career opportunities, job applications, graduate school opportunities, management training opportunities. Attendance of all seniors in home economics is required.

**403. PRINCIPLES OF RESOURCE MANAGEMENT.** (2) Fall.

An introduction to the principles, theories, and functions of management as related to individual and family living. Emphasis on managerial aspects of behavior: decision-making, goal setting, planning, stress, management of time, money, and energy resources. Prerequisite for 404.

**404. HOME MANAGEMENT LABORATORY.** (1) Fall.

Laboratory application of principles and concepts of management to individual and family living. Emphasis on analysis of home management problems, the decision-making process, implementation of decisions, and evaluation of the management process. Required only for Vocational or General Home Economics. Concurrently with 403.

**405/505. HOME EQUIPMENT.** (3) Spring.

The selection and management of residential equipment, lighting, and heating and cooling systems. Includes a study of the basic concepts of electricity, gas, electronics and refrigeration as they relate to the operation of equipment and the design of lighting and indoor climate control systems.

**406/506. HOME FURNISHINGS.** (3) Fall. Alternates with 407/507; offered 1990-91.

A study of the components of interior design: floor coverings, wall and window treatments, furniture and accessories. An introduction to home furnishings merchandising with field trips to markets and presentations by company representatives. Laboratory experiences in designing, arranging and refurbishing furnishings and accessories.

**407/507. HOUSING.** (3) Fall. Alternates with 406/506; offered 1989-90.

Physical aspects of planning a house. History of housing. Social aspects such as zoning, government regulations, etc. Includes a study of landscaping. Laboratory experiences include planning a house, planning a landscape design, and field trips to observe historical homes. Two hours lecture and three hours laboratory.

**425/525. ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS.** (3) Fall. Alternate years; offered 1990-91.

Consideration of housing and equipment, financing, staff, program, records, health protection, school planning, and organization. Prerequisite: Three hours in Child Development.

**431/531. ADVANCED NUTRITION.** (3) Spring. Alternates with 332; offered 1989-90.

Aims to extend the student's knowledge of the science of nutrition and metabolism and the recent advances in the field of clinical nutrition. Prerequisites: 331 and Chem. 324.

**433/533. ADVANCED FOODS.** (3) Fall. Alternates with 445/545; offered 1990-91.

Presentation of the important components of food materials and of the physical and chemical systems characteristic of food products. The experimental approach to applying these principles to major food problems and evaluation of new commercial products are emphasized. Two hours lecture and three hours laboratory per week. Prerequisites: 102, Chem. 271 or 301.

**435/535. FOOD SYSTEMS MANAGEMENT I.** (3) Spring. Alternates with 436/536; offered 1989-90.

Organization, management theory, and principles for all types of food systems; includes menu planning and standard methods of food preparation in quantity. Two hours lecture and three hours laboratory per week. Prerequisite: 201.

**436/536. FOOD SYSTEMS MANAGEMENT II.** (3) Spring. Alternates with 435/535; offered 1990-91.

Emphasis on selection, layout, maintenance of food system department, and management of personnel. Two hours lecture and three hours laboratory per week. Prerequisite: 201.

**445/545. FOOD MERCHANDISING AND RESEARCH.** (3) Fall. Alternates with 433/533; offered 1989-90.

Study of the principles of food product origination and development including an examination of the factors involved in food acceptability and use. Promotion of products through various merchandising methods will be stressed. Techniques will include show production, special events, displays, demonstrations, food styling, and advertising media.

**450/650. INDEPENDENT STUDY.** (1-3) Offered on demand.

The content of this course may be adapted to specific needs of seniors and graduate students. Prerequisite: Consent of instructor and department chairman.

**471. INTERIOR DESIGN INTERNSHIP.** (3) Fall, Spring, Summer.

A supervised internship which simulates the responsibilities and duties of a practicing professional. On-the-job experience in an interior design firm, studio, retail store, community service organization, architectural firm, museum, or trade showroom. Prerequisite: Consent of the instructor.

## DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

### PROFESSORS:

Stephen W. Smith, Ph.D.

Chairman

Harmon C. Brown Ph.D.

Bill W. Oldham, Ed.D.

Director of Mathematics Education

Dean B. Priest, Ph.D.

### ASSOCIATE PROFESSORS:

Stephen A. Baber, Ph.D.

Alva Gene Dugger, M.S.

Travis Thompson, Ph.D.

### ASSISTANT PROFESSORS:

Timothy B. Baird, Ph.D.

Director of Computing Degrees

Randy Maddox, Ph.D.

John W. Nunnally, M.S.

### INSTRUCTORS:

Deborah G. Duke, M.S.E.

Scott S. Ragsdale, M.S.E.

The objectives of the Department of Mathematics and Computer Science are to give cultural training in mathematics, to prepare teachers of secondary school mathematics, to give the basic training in mathematics needed by pre-professional students or students of science, to provide basic training in computing, and to lay a broad foundation for students majoring in mathematics.

### BACHELOR OF SCIENCE DEGREE

**Computer Science:** Major: 66 hours in Comp. 215, 220, 265, 268, 301, 310, 311, 312, 328, 335, 435, 439, and 440; two courses from Comp. 330, 355, 365, 410, and Physics 350; Acct. 205; Math. 201, 251, 260, 313, and 318. A minor is not required.

**Mathematics:** Major: 30 hours of mathematics, including 251, 301, and five courses numbered 302 or above; 27 hours in two other sciences; and 6 hours in a fourth science. Comp. 101, Phy. Sci. 410, and Physics 211-212 are required. A minor is not required.

## BACHELOR OF ARTS DEGREE

1989-1990 Harding University Catalog

**Mathematics: Major:** 30 hours of mathematics, including 251, 301, and five courses numbered 302 or above. Comp. 101 and either Physics 201-202 or 211-212 are also required.

**Minor:** 18 hours of mathematics, including 6 upper-level hours.

**Mathematics Education (for middle school certification): Major:** 22 hours of mathematics, including 115, 171 (or 151, 152), 201, 225, and 6 hours of upper-level work; Comp. 101; and 31 hours of education, including EdFd. 203, 204, 306, 307, 320, EEd. 403, 404, 441, SpEd. 303, and SeEd 417. The following content and specialization courses must be completed: Art 211; Biol. 308; Econ. 315; Eng. 350; one course from Geog. 212, 300 or 301; Health Ed. 203; Music 116; and P.E. 330. Geog. 212 is accepted as a substitute for Phy. Sci. 101. A minor is not required.

**Mathematics Education (for secondary school certification): Major:** 48 hours in mathematics and computer science including: Math. 201, 251, 260, 306, 313, 318, and 323; Comp. 101, 202, and 316; 14 additional hours in mathematics or computer science, three hours of which must be upper-level; and all courses necessary for secondary certification. A minor is not required.

**Computer Science: Minor:** 18 hours of computer science, including 6 upper-level hours. 265 and 301 are highly recommended.

Students certifying to teach mathematics at the secondary level must take 3 hours of algebra above Math. 105; Math. 201, 306, and 10 hours of electives in mathematics. Six of the elective hours must be 300-level courses or higher with 313 and 323 highly recommended.

### COMPUTER SCIENCE

#### 101. COMPUTER APPLICATIONS. (2) Fall, Spring.

Computer literacy concepts including current applications, history of computer development, hardware overview, software overview, trends, and social issues relative to computing will be covered in a one-hour lecture each week. Each student will attend a two-hour lab each week which will introduce microcomputer applications which may include the following: operating system commands, icon-based interfaces, word processing, desktop publishing, spreadsheets, graphics, drawing, and database management. Specialized lab sections will be conducted for those in business, sciences, education, and humanities. Credit in this course will not apply toward a CS or CIS major or minor.

#### 201. COMPUTER APPLICATIONS II. (2) Fall, Spring.

Advanced usage of microcomputer application packages with emphasis on business applications. Packages studied include spreadsheets, database management, desktop publishing, and graphics. One hour lecture and two hours lab each week. Credit in this course will not apply toward a CS or CIS major or minor. Prerequisite: 101 or demonstrated competency.

#### 202. INTRODUCTION TO PROGRAMMING USING PASCAL. (2) Fall, Spring.

An introductory course in the Pascal programming language for those with little or no experience in Pascal or any programming language. Students will learn algorithmic solutions to basic programming problems and then write these solutions in Pascal. Credit in this course will not apply toward a CS or CIS major or minor.

#### 203. INTRODUCTION TO SCIENTIFIC PROGRAMMING USING FORTRAN. (2) Fall.

Programming techniques, data representation, and problem solving methods will be taught using FORTRAN 77. Emphasis will be placed on developing algorithms for scientific applications. Credit in this course will not count toward a CS or CIS major or minor.

#### 215. STRUCTURED PROGRAMMING. (3) Fall, Spring.

Students are taught how to design and write modular program solutions using the Pascal programming language. Advanced programming concepts such as multi-dimensional array, records, pointers and sequential files will also be introduced to the students. Corequisite: 101. Prerequisite: 202 or consent of instructor.

#### 220. BUSINESS APPLICATIONS PROGRAMMING USING COBOL. (3) Fall.

Fundamental concepts of program design using the COBOL language. Topics include structured programming, documentation, testing, and processing of sequential files. Prerequisite: 215.

#### 265. DATA STRUCTURES. (3) Fall.

A study of major structures used for storing data on a computer system. Topics include: strings, stacks, queues, recursion, linked list, trees, and graphs. Students will also learn and perform analysis on major searching and sorting algorithms. Prerequisite: 215.

#### 268. COMPUTER ORGANIZATION WITH ASSEMBLER PROGRAMMING. (3) Spring.

A study of machine and assembly language programming with emphasis on computer architecture, data representation, addressing techniques, instruction formats, and logic design. Prerequisite: 215.

#### 301. SYSTEMS ANALYSIS AND DESIGN. (3) Fall.

A study of the tools and techniques used in the analysis and design phases of the systems development lifecycle. Topics include: project management, data flow diagrams, structure charts, pseudo-code, test case design, module coupling and cohesion, documentation techniques, CASE systems, user interfaces, implementation issues, and interpersonal communication skills useful in systems development. An analysis and design group project will be carried out making use of these tools. Prerequisite: 220.

#### 305. DECISION SUPPORT SYSTEMS. (3) Fall.

Emphasis will be on 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: 220.

#### 310. OPERATING SYSTEMS CONCEPTS. (3) Fall.

A study of the historical development and current functions of operating systems. Hardware and software requirements for operating systems which support uniprocessing, multiprogramming, and multiprocessing will be discussed. Topics include: process management, memory management, disk scheduling, performance evaluation, security, and case studies. Prerequisites: 265 and 268.

#### 311. DATA COMMUNICATIONS AND NETWORKING. (3) Fall.

A study of data communications and networks. Topics include: network topology, local area networks, wide area networks, layered protocols, and network management. An examination of currently available network hardware and software will be made. Prerequisites: 265 and 268.

#### 312. C PROGRAMMING AND THE UNIX ENVIRONMENT. (3) Spring.

Elements of the C programming language will be utilized to implement the concepts needed for systems programming, including an introduction to the UNIX operating system and related utilities. Prerequisite: 265.

#### 316/516. TOPICS IN MICROCOMPUTERS. (3) Fall.

Word processing, listing, and other special purpose microcomputer software and applications. Some previous experience and a basic operating knowledge of microcomputers are required. Credit in this course will not count toward a C.Sc. or CIS major or minor.

#### 320. ADVANCED BUSINESS APPLICATIONS PROGRAMMING USING COBOL. (3) Spring.

Students will develop interactive applications using relative record and indexed files. Topics include: list and tree structures for files, internal and external searching and sorting techniques, job control environment, and on-line techniques. Prerequisites: 220 and 265.

#### 328. NUMERICAL METHODS. (3) Fall.

A study of computer solutions to mathematical problems. Topics include systems of linear equations, polynomial interpolation, fixed point algorithms, numerical integration, and numerical solutions to differential equations. All programming assignments will be done using FORTRAN 77. Prerequisites: Math 251 Math 313, and either 203 or 265.

#### 330. ARTIFICIAL INTELLIGENCE. (3) Spring. Alternate years; offered 1989-90.

Survey of concepts and techniques used in the development of intelligent systems. Topics include: 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: 265.



**335. FILE STRUCTURES AND ACCESS METHODS.** (3) Spring.

A study of data structures used for the storage of files and the methods used to access them. Topics include sequential files, direct access files, indexed sequential files, hashing, data compaction, data encryption, tree-structured indices, file-processing subroutine libraries, and file support for data base systems. Prerequisite: 265.

**355. COMPUTER GRAPHICS.** (3) Spring. Alternate years; offered 1989-90.

Mathematical and programming techniques central to computer graphics will be presented. Topics will include scaling, transformations, translations, rotations, reflections, projections, windowing, rendering, generated surfaces and hidden surface removal. Prerequisites: 265 and Math 313.

**365. ALGORITHM ANALYSIS AND DESIGN.** (3) Spring. Alternate years; offered 1990-91.

A study of classifications of algorithms, their complexity and computing requirements. Topics include efficiency, greedy algorithms, divide and conquer algorithms, dynamic programming, graph algorithms, probabilistic algorithms, and computability theory. Prerequisites: 265 and Math 251.

**381. COMPUTER ANALYST WORK EXPERIENCE.** (3) Offered on demand.

On-the-job training. Prerequisite: junior or senior standing and approval.

**410. SYSTEMS SOFTWARE.** (3) Spring. Alternate years; offered 1990-91.

Design and implementation of operating system routines and/or system utilities, editors, or compilers using the C programming language. Prerequisites: 310 and 312.

**435. DATABASE CONCEPTS AND APPLICATIONS.** (3) Fall.

A study of the fundamental concepts of database systems including applications, requirements, structure, administrator functions, utilities, programming interfaces, data security, data integrity, hierarchical models, network models, relational models, normalization of relations, comparisons of available systems, and future directions. Individual and group projects will be completed using an available database system. Prerequisites: 301 and either 320 or 335.

**439. COMPUTING SEMINAR.** (1) Fall, Spring.

Attendance is required of all junior and senior computing majors for this weekly seminar. Credit may be taken only once. Enrolled students will be required to research and present a paper on a topic approved by the instructor. This seminar will also include presentations by faculty and invited speakers relative to ethics and current issues in computing. Prerequisite: students must be classified as seniors to enroll.

**440. CS SOFTWARE DEVELOPMENT PROJECT.** (4) Spring.

This is a capstone course for Computer Science majors. Students will develop a computer application in a simulated on-the-job environment. The computer application will be developed through the analysis, design, programming and testing phases of the software life cycle. Prerequisite: Completed or presently enrolled in all other courses required by the major.

**441. CIS SOFTWARE DEVELOPMENT PROJECT.** (4) Spring.

This is a capstone course for Computer Information Systems majors. Students will develop a computer application in a simulated on-the-job environment. The computer application will be developed through the analysis, design, programming and testing phases of the software life cycle. Prerequisite: Completed or presently enrolled in all other courses required by the major.

**MATHEMATICS****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.

**101. COMPUTER LITERACY WITH MATHEMATICAL APPLICATIONS.** (3) Fall, Spring.

Reading, writing, executing simple programs. Computer terminology, historical and social implications. Personal, educational, and technical uses of microcomputers as well as large computers will be achieved primarily through mathematical/logical applications. Does not count toward a major or minor in mathematics.

**105. INTERMEDIATE ALGEBRA.** (3) Fall, Spring.

Designed for those students who prefer fewer than one and one-half entrance units in algebra or have inadequate preparation. Does not count toward a major or minor in mathematics.

**115. BASIC MATHEMATICS FOR ELEMENTARY TEACHERS.** (3) Fall, Spring.

A course similar in content to 101 but taught with specific emphasis on the needs of the elementary teacher. **Required of all elementary and special education majors.** Does not count toward a major or minor in mathematics.

**200. ELEMENTARY STATISTICS.** (3) Fall, Spring.

Introduction to elementary statistical techniques; descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, regression and correlation.

**151. COLLEGE ALGEBRA.** (4) Fall, Spring.

Rapid review of elementary algebra, quadratic equations, functions and graphs, inequalities, logarithms, ratio and proportion, variation, progressions, mathematical induction, binomial theorem, introduction to the theory of equations, determinants and complex numbers. Prerequisite: 105, or its equivalent, or consent of instructor.

**152. PLANE TRIGONOMETRY.** (3) Fall, Spring.

Trigonometric functions, functional relations, logarithms, 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.

Integrated course in college algebra and trigonometry. Recommended course for chemistry majors, preengineers, mathematics majors, and physics majors with a good background in mathematics. A student 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.

**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.

**210. QUANTITATIVE BUSINESS ANALYSIS.** (3) Fall, Spring.

Rapid review of elementary algebra, linear functions and graphs, inequalities, percentages, retail markup and markdown, decimals, fractions, simple and compound interest, annuities systems of linear equations, matrix algebra, and linear programming including the simplex method. Prerequisite: 105, or its equivalent, or consent of instructor.

**225. MATHEMATICS IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

A continuation of the topics introduced in 115, experimental and informal geometry, introduction to probability, linear equations and inequalities. Required of elementary education majors. Prerequisite: 115 or consent of instructor. Does not count toward a major or minor in mathematics except for elementary education majors.

**251. ANALYTICS AND CALCULUS II.** (5) Fall, Spring.

A continuation of 201. Prerequisite: 201.

**260. DISCRETE MATHEMATICAL STRUCTURES.** (3) Spring.

An introduction to the basic techniques and concepts of combinatorial problem solving. Topics include graph theory, counting principles, permutations, combinations, and recurrence relations. Prerequisite: 171, or 151 and 152, or the equivalent.

**301. ANALYTICS AND CALCULUS III.** (3) Spring.

A continuation of 251. Prerequisite: 251.

**306/506. FOUNDATIONS OF GEOMETRY.** (3) Spring.

An examination of Euclidean geometry with an introduction to non-Euclidean geometry. Prerequisite: 201.

**313/513. LINEAR ALGEBRA.** (3) Fall.

Linear equations, matrices and vector spaces, linear transformations, determinants, rational and Jordan forms, inner product spaces, and bilinear forms. Prerequisite: 201 or consent of department chairman.

**318/518. PROBABILITY.** (3) Spring.

Probability as a mathematical system, random variables and their distributions, limit theorems, and topics in statistical inference. Prerequisite: 251.

**323/523. MODERN ALGEBRA I.** (3) Fall. Alternate years; offered 1990-91.

Brief development of the complex number system beginning with the natural numbers. A study of abstract algebraic systems including groups, rings, fields, and integral domains. Prerequisite: Junior standing and either 251 or consent of the department chairman.

**331/531. INTERMEDIATE ANALYSIS I.** (3) Fall. Alternate years; offered 1989-90.

Real number systems, functions, sequences, additional topics in limits, continuity, differentiation, integration, infinite and power series, and uniform convergences. Prerequisite: 301.

**351/551. DIFFERENTIAL EQUATIONS.** (3) Spring.

Ordinary differential equations with applications. Prerequisite: 301. Physics 211-212 is highly recommended.

419/519. PROBABILITY AND STATISTICS. (3) Offered on sufficient demand.

Estimation, decision theory and testing hypotheses, relationships in 1989-1990 Harding University Catalog  
ables, 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: 301 and consent of instructor.

450/650. DIRECTED READINGS. (1-3) Offered on demand.

Directed reading or project for senior mathematics major/qualified graduate student. Prerequisite: Consent of department chairman.

525. MATHEMATICS FOR THE ELEMENTARY TEACHER. (3) Fall, Spring. Offered in conjunction with 225.

A study of the structure of the real number system to include number bases, modular arithmetic, number operations, sets and set operations, sentences, relations, variables, and an introduction to the language of contemporary algebra. If a student has credit in 225, written approval of the instructor is required before credit in 525 can be earned.

## MEDICAL TECHNOLOGY

Premedical Technology Advisor:

Carroll W. Smith, Ph.D., Professor of Chemistry

The Departments of Biology, Mathematics and Computer Science, and Physical Science cooperate in offering the basic science requirements to qualify students to an **affiliated** and **approved** hospital school of medical technology for one year's clinical training. A student who satisfactorily completes the three-year program outlined elsewhere in this catalog, subsequently successfully completes the clinical program of work in an approved hospital school of medical technology, has a transcript of the successfully completed clinical program sent to the Registrar, and completes the other cataloged requirements for graduation will become a candidate for the Bachelor of Science in Medical Technology degree. The equivalent of 32 semester hours of upper-level credit will be granted for the successfully completed clinical program.

The student has the responsibility of making application and gaining admission to an approved clinical program although the University will provide counsel and assistance.

Currently, Harding has affiliation with the following hospitals:

**Arkansas Baptist Medical Center**, Little Rock, AR 72205; Program Director: Ann Childs, M.Ed.

**St. Vincent Infirmary**, Little Rock, AR 72201; Educational Coordinator: Florida C. Wishard, BSMT (ASCP).

**Saint Francis Hospital**, Memphis, TN 38117; Program Director: Debbie Ritchie, BS, MT (ASCP).

Students who are interested in pursuing the clinical year in a hospital other than one of the programs with whom Harding is affiliated should inform both the Harding Premedical Technology Advisor and the Program Director of the hospital as early as possible in their preprofessional program.

Since admission to the clinical year is highly competitive, it is recommended that a student achieve well above a 3.00 cumulative average on

the 96 hours of preclinical courses outlined in the programs for the College of Arts and Sciences. 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 2.00 average. Each student planning to pursue the B.S.M.T. degree should obtain a written statement of approval from the Vice President for Academic Affairs of Harding prior to beginning the professional program in an affiliated hospital.

## DEPARTMENT OF MUSIC

PROFESSORS:

William W. Hollaway, Ph.D.

Chairman

George Edward Baggett, D.M.E.

Clifton L. Ganus III, D.M.A.

Arthur Lloyd Shearin, D.M.A.

ASSOCIATE PROFESSORS:

J. Warren Casey, Ph.D.

Jeffrey T. Hopper, M.M.

ASSISTANT PROFESSORS:

Patricia J. Cox, M.Ed.

Neva White, M.M.

The Department of Music at Harding University has been designed to achieve the following objectives.

1. To prepare students to teach music in public and private schools (K-12 and college/university levels) and to enable students to develop as private teachers.
2. To train students for useful service as songleaders, youth directors, and educational directors.
3. To train qualified students for careers in musical performance.
4. To provide for all students the cultural enrichment afforded by musical experiences.
5. To prepare students for graduate study in music.

GENERAL REQUIREMENTS:

1. Music 101 is waived for all music degrees.
2. A student must take a Music Skills Placement Examination at the time of initial enrollment.
3. A student must earn credit in private piano for four semesters, beginning with the semester of initial enrollment, and take the Piano Proficiency Examination at the end of the sophomore year. If the examination is not passed at that point, the student must continue to take piano for credit and retake the examination every semester thereafter until the examination is passed. The examination must be passed prior to the supervised teaching semester.
4. A student is expected to attend recitals, concerts, and lyceums.
5. A student must attend Collegium Musicum each semester except during the supervised teaching semester and earn one hour of credit for each year in residence, up to a maximum of four hours.

- 6. A student must participate in a major ensemble (Concert Choir, University Chorus, Band, Orchestra) every semester.
- 7. Every student will be evaluated by the departmental faculty at the close of every fall and spring semester.
- 8. Nonmajors may enroll in upper-level courses only with the consent of the instructor.

**CORE REQUIREMENTS:** Certain basic music skills should be common to all students who earn degrees in music. For this reason, the following 44-hour core of music courses is required: Music 111, 112, 113, 114, 140 (4 hours), 251, 252, 253, 254, 255, 256, 331 or 332, 333, 334 and 335; 4 hours in Piano 101-202, 4 hours in Instrument/Voice 101-102. Majors in Vocal/Choral must take 331. Majors in Instrumental must take 332.

**BACHELOR OF ARTS DEGREE**

**MUSIC:** Major: In addition to core requirements: 2 hours in Music 131-139, 2 hours of applied music, 3 hours of other music approved by the department chairman, and 18 hours of electives. A minor is required. 128 hours are required for the degree.

**Minor in Music:** 18 hours, including Music 111-112, 113-114, 2 hours of applied music and 6 hours of upper-level work selected with approval of the department chairman. Music minors must participate in a major ensemble for at least two semesters; no more than two credits in Music 131-139 may count toward the minor. In lieu of Music 101, music minors should select from Music 255, 256, 333 or 334.

**BACHELOR OF MUSIC EDUCATION DEGREE**

**INSTRUMENTAL:** Major: In addition to core requirements, 12 hours in Music 211, 212, 335, 337, 338, 403, and 407; 2 hours in Instrument 301-302; 25 hours in EdFd 306, 307, and 320, SpEd 418, EEd 308, SeEd 417, 426, 461 and 480; general education requirements for certification. 145 hours are required for the degree.

**VOCAL/CHORAL:** Major: In addition to core requirements, 13 hours in Music 115, 258, 335, 403, 406, and 407; 2 hours in Voice 301-302; 25 hours in EdFd 306, 307, and 320, SpEd 418, EEd 308, SeEd 417, 426, 461, and 480; general education requirements for certification. 146 hours are required for the degree.

100. PRIVATE MUSIC LESSONS. Noncredit.

101. MUSIC APPRECIATION. (2) Fall, Spring, Summer.  
A study of representative works of major composers, with attention given to the correlative developments in other art areas. Does not count toward any music major.

111-112. THEORY I. (3, 3) Fall, Spring.  
Partwriting, harmonization analysis, and keyboard exercises based upon the diatonic harmonies of major and minor keys. Corequisite: 113-114.

113-114. EAR TRAINING I. (1, 1) Fall, Spring.  
Ear training, music reading, keyboard harmony and dictation based upon the diatonic harmonies of major and minor keys. Corequisite: 111-112.

115. ITALIAN, GERMAN, AND FRENCH DICTION. (3) Spring.  
Study of songs of the Italian, German, and French repertoires for the purpose of acquiring a familiarity with pronunciation, syntax, and grammar.

116. MUSIC IN THE ELEMENTARY SCHOOL. (3) Fall, Spring, Summer.  
Techniques and materials for music instruction in grades K-8. Registration is limited to non-majors; students pursuing the B.M.E. degree must take 403.

131-139. PARTICIPATION IN MUSIC ORGANIZATION. (1) Fall, Spring.  
Participation in any of the several music organizations is open to majors and non-majors. No more than four hours of credit by such participation, whether by participating in two or more organizations during a given semester or one organization for four semesters, will apply toward any degree except the Bachelor of Music degree in String Instrument or in Voice. Prerequisite: Audition before the director.

These courses are: 131 UNIVERSITY CHORUS, 132 CONCERT CHOIR, 133 BAND, 134 BELLES AND BEAUX, 135 CHAMBER SINGERS, 136 STRING QUARTET, 137 UNIVERSITY SINGERS, 138 CHAMBER ORCHESTRA, and 139 JAZZ BAND.

140. COLLEGIUM MUSICUM. (1 per year) Fall, Spring.  
A weekly seminar designed for music majors, although non-majors may enroll. Time is spent experiencing music and discussing issues not ordinarily considered in regular curricular offerings. Credit for year-long participation is ordinarily granted in the spring semester. A student must register for noncredit in the fall semester and for credit in the spring semester.

211-212. INSTRUMENTAL INSTRUCTION. (2, 2) Fall, Spring.  
Class instruction in the playing of band and orchestral instruments. Strings and brasses will be studied in the fall; woodwinds and percussion will be studied in the spring. Instrument rental fee: \$18.

213-214. ACCOMPANYING PRACTICUM. (1, 1) Fall, Spring.  
A directed experience designed primarily for students majoring in piano. Supervision is given for accompaniment of private lessons and ensembles.

251-252. THEORY II. (3, 3) Fall, Spring.  
Partwriting, harmonization, analysis and modulation, involving chromatic alteration. Suggested corequisite: 253-254.

253-254. EAR TRAINING II. (1, 1) Fall, Spring.  
Music reading, dictation, and analysis involving chromatic harmonies. Suggested corequisite: 251-252.

255-256. MUSIC LITERATURE. (2, 2) Fall, Spring.  
Study of music literature of all principal periods. One class meeting and one supervised laboratory per week.

258. ORCHESTRATION/CHORAL ARRANGING. (2) Spring.  
Scoring and arranging for orchestral ensembles; arranging for choral groups of two to five parts. Prerequisite: 251.

331. CHORAL CONDUCTING. (3) Fall.  
Choral conducting techniques, rehearsal procedures, musical interpretation, repertory, program building, and voice classification. Emphasis on the problems of high school choruses. Prerequisite: 252.

332. INSTRUMENTAL CONDUCTING. (3) Spring.  
Preparation for the conducting of the high school band. Includes baton technique and rehearsal procedures. Prerequisite: 252.

333/533-334/534. MUSIC HISTORY. (3, 3) Fall, Spring.  
The development of western music from its beginning in the Greek and Jewish cultures to its manifestations in the present century.

335. FORM ANALYSIS. (3) Fall.  
The structural principles of music are studied through analysis and listening.

337-338. INSTRUMENTATION. (1, 1) Fall, Spring.  
Scoring and arranging for instrumental ensembles with emphasis on the concert band.

403. ELEMENTARY MUSIC METHODS. (3) Fall.  
Techniques and materials for music instruction in grades K through eight, including Orff method, Kodaly method, and use of fretted instruments. Registration restricted to music majors.

406/506. VOCAL PEDAGOGY AND REPERTORY. (2) Fall.  
Study of teaching techniques and survey of standard literature for the voice.

407. **COUNTERPOINT.** (3) Fall.

The contrapuntal procedures of the eighteenth and nineteenth centuries. Instruction in the writing of rounds, canons, and inventions.

450/650. **INDEPENDENT STUDY.** (1-3) Offered on demand.

Independent study on selected topics in music. Prerequisite: Consent of the department chairman and instructor.

### APPLIED COURSES

Private instruction is offered in piano and voice, and in string, brass, woodwind, and percussion instruments. In private study, one 30-minute lesson per week plus one hour of practice per day (70 per semester) are recommended for 1 hour of credit. An hour lesson per week and 2 hours of practice per day (140 per semester) are recommended for 2 hours of credit.

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 commensurate with the number of applied hours being taken. The schedule of fees is listed under the special tuition and fees section of the catalog. (See Index)

The normal number of lessons per week in any one performance area is one. Make-up lessons will be given for lessons which are missed by the teacher or by the student if the student's absence is excused.

In addition to regular lessons and practice periods, all applied music students, regardless of major, will be required to attend departmental recitals held periodically throughout the year. Applied music students will also be required to perform on jury examinations at the close of each semester, unless they have performed a solo recital during that semester.

Course prefixes and names shall be assigned according to the type of private instruction being taken (PIA — Piano, VOI — Voice, CLA — Clarinet, etc.). Course numbers will be assigned according to the number of semesters during which credit has been earned in any one area.

**VOI 100. CLASS VOICE.** (1) Fall. Offered on sufficient demand in the spring.

A class for beginning voice students emphasizing vocal techniques, methods, and physiology. Students who pass Voice 100 should proceed to take Voice 102.

101, 102, 201, 202, 301, 302, 401, 402. **PRIVATE LESSONS.** (1-3) Fall, Spring, Summer.

## DEPARTMENT OF PHYSICAL EDUCATION, HEALTH, AND RECREATION

**PROFESSORS:**

Harry D. Olree, Ed.D.

Chairman

Wilton Y. Martin, Ed.D.

Assistant Chairman

Ted M. Altman, Ed.D.

Karyl V. Bailey, Ph.D.

Cecil M. Beck, M.A.

Jess Bucy, M.S.E.

Bob J. Corbin, M.Ed.

Theodore R. Lloyd, M.S.

Clifford John Prock, M.T.

**ASSOCIATE PROFESSORS:**

Barbara G. Barnes, M.A.T.

John Boustead, M.Ed.

Kathryn R. Campbell, M.A.T.

David T. Elliott, M.A.T.

**ASSISTANT PROFESSORS:**

Nicky Boyd, M.S.E.

J. Greg Harnden, M.A.

John Ronald Huckeba, M.A.

Larry Mark Richmond, M.Ed.

Marjorie H. Ryan, M.A.T.

Randy O. Tribble, M.Ed.

**ASSISTANT INSTRUCTOR:**

James C. Frank, B.A.

The Department of Physical Education, Health, and Recreation is designed to meet the recreational needs of students, the needs of those planning to teach or to coach, and the needs of those interested in recreational leadership positions associated with community organizations, camps, youth clubs, and churches.

The institutional requirement of 4 hours in physical education activity can be met by P.E. 101, and 2 additional hours from any of the following: 112, 117, 118, 119, 120, 121, 122, 123, 124, 126, 127, 128, 214, 215, 222; Rec. 130, 131, 132, 133; and, for physical education majors and minors and sports management majors, P.E. 355, 356. Students who transfer to Harding lacking fewer than 2 hours of physical education activity will not be required to take P.E. 101.

Veterans who have spent at least one year in the military service may receive credit for the total 4 hours of physical education required by Harding by filing a written request with the registrar.

Every student who certifies to teach at the elementary or secondary level must complete 6 hours of physical education, including Health Ed. 203 and 3 hours of activity classes. Elementary education majors must also complete P.E. 330.

All majors and minors in physical education must pass a series of sports skills tests as a prerequisite to Physical Education 355 and 356. Skills tests must be passed in two team sports selected from football, volleyball, basketball, soccer, softball, track and field, and baseball. A proficiency test must also be passed in swimming and three other dual and individual sports selected from golf, gymnastics, bowling, archery, badminton, handball, tennis, and racquetball.

**HEALTH EDUCATION:** Minor: 18 hours including Health Ed. 202, 203, P.E. 301; Biol. 275, and 6 hours elected from Health Ed. 408, 410, H.Ec. 331, and EdFd. 203. Physical Education majors who minor in Health Education must take all of the preceding courses. Students desiring to certify to teach Health Education must take Health Ed. 202, 203, 408, and 410; 6 hours elected from P.E. 301, Biol. 271, 275, 276, 420, EdFd. 203, and Home Ec. 331.

**PHYSICAL EDUCATION:** Major: 34 hours, 18 of which must be upper-level hours, including Health Ed. 203, P.E. 206, 301, 302; four hours elected from P.E. 304, 305, 306, 307, and 308; P.E. 355, 356, 404, 405, 407, 415. Biol. 275 is required in addition to the 34 hours in health, physical education, and recreation. A minor is required. In addition to the courses required for the major, any student who desires to certify to teach at the secondary level must also complete EdFd. 203, 306, 307, 320, SeEd. 308, 417, 427, 451, 480, and SpEd. 418. Any major who desires to certify to teach at the elementary level must complete the following courses in addition to those required for the major: P.E. 327, 329, 330; and EdFd. 203, 306, 307, 320, SeEd. 308, 417, 461, and 480. Any student who desires to certify K-12 must complete the following courses in addition to those required for the major: P.E. 327, 329, 330; EdFd. 203, 306, 307, 320, SeEd. 308, 417, 427, 461, 480 and SpEd. 418. All students must complete the general education courses required for certification.

Minor: 18 hours, 6 of which must be upper-level hours, including Health Ed. 203; P.E. 206; and either P.E. 355 or 356. Students certifying to teach physical education in high school must complete a minimum of 26 hours of physical education properly selected. Students should check with the department chairman as early as possible regarding meeting the prerequisites for P.E. 355 or 356.

**RECREATION:** Minor: 18 hours, 6 of which must be upper-level, including Rec. 320, 325; Soc. 203; and 9 hours elected from Art 211 or 235; Health Ed. 202 or P.E. 302; Music 116; P.E. 215, 250; Rec. 130, 131, 132, 133, 265; and Com T 204 or 206. Courses must be taken from two of the three fields of art, music and communication. Physical Education majors must have 18 hours in addition to the courses required for the major.

**SPORTS MANAGEMENT:** Major: 69 hours, including P.E. 206, 207, 250, 302, 355 or 356, 405, 407, 416; Rec. 320, 325; Acct. 205; Comp. 101; Econ. 201; Mgt. 368; Mkt. 330; 4 hours elected from P.E. 304, 305, 306, 307, and 308; 6 hours elected from Acct. 206, Bus. 315, Mgt. 332, Mkt. 335, 336; and 12 additional career related hours approved by the chairman of the department.

#### HEALTH EDUCATION

202. **FIRST AID.** (2) Fall, Spring.  
Standard Red Cross First Aid course.

203. **PERSONAL AND COMMUNITY HEALTH AND SAFETY.** (3) Fall, Spring.  
Consideration of personal, school and community health and safety problems. Topics covered include 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.  
This course is designed to prepare teachers to organize and teach driver education and traffic safety programs in secondary schools.

312/512. **DRIVE AND TRAFFIC SAFETY EDUCATION II.** (3) Spring, Summer.  
An advanced course in driver and safety education designed to provide prospective teachers with dual control simulation and multical laboratory teaching experience. The course includes teaching beginners, developing programmed lessons, and a survey of 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 by calling Dr. Harry D. Olree, Chairman of the Department, 501/268-6161, Ext. 249. Fee for noncredit "learn to drive course" \$86.50.)

408/508. **ORGANIZATION AND ADMINISTRATION OF THE SCHOOL HEALTH PROGRAM.** (3) Fall.

A study of the organization, administration, and supervision of the total school health program, including health services, health instruction, and healthful school environment. Consideration will be given to staff and program assessment, enlisting public support and implementation of new ideas.

410/510. **SCHOOL HEALTH INSTRUCTION.** (3) Spring.

A study of health interests and needs of the elementary and secondary school child, curriculum development, and instructional methods and materials for health education.

#### PHYSICAL EDUCATION

101. **INTRODUCTION TO WELLNESS.** (2) Fall, Spring.

A course designed to give the student concise and factual information relative to the how, what, and why of physical activity. One hour of lecture and one hour of laboratory per week plus outside class activity. Required of all freshmen. Fee: \$5.00.

112. **BEGINNING AND INTERMEDIATE SWIMMING.** (1) Fall, Spring.

Teaches how to adjust to the water, to breathe properly, to change direction and position in the water, and to swim by use of a basic swimming stroke. Emphasizes development of leg and arm strokes, sculling, treading water, and simple rescue methods of assisting drowning persons. Not open to a student capable of passing an intermediate swimming test.

117. **AEROBICS.** (1) Fall, Spring.

A complete aerobic workout using a variety of exercises done to music.

118. **BEGINNING BASKETBALL.** (1) Fall, Spring.

Instruction and practice in the basic skills of basketball.

119. **CONDITIONING ACTIVITIES.** (1) Fall, Spring.

Participating in exercises in order to improve body mechanics, posture, and physical fitness.

120. **ARCHERY AND BADMINTON.** (1) Fall, Spring.

Instruction and practice in the basic skills of archery and badminton.

121. **VOLLEYBALL AND TABLE TENNIS.** (1) Fall, Spring.

Instruction and practice in the basic skills of volleyball and table tennis.

122. **TENNIS AND RACQUETBALL.** (1) Fall, Spring.

Instruction and practice in the basic skills of tennis and racquetball.

123. **PICKLEBALL AND SOFTBALL.** (1) Fall, Spring.

Instruction and practice in the basic skills of pickleball and slow pitch softball.

124. **GOLF AND BOWLING.** (1) Fall, Spring.

Instruction and practice in the skills of golf and bowling. Fee: \$17.

126. **ADAPTED ACTIVITIES.** (1) Fall, Spring.

Instruction and practice in adapted activities for those students who are excused by the school physician from the regular activity program. May be taken four semesters for credit.

127. **GYMNASTICS.** (1) Fall, Spring.

Instruction and practice of the basic skills of gymnastics.

128. **WEIGHT TRAINING.** (1) Fall, Spring.

Instruction and practice in the basic skills of weight training.

206. **SURVEY OF PHYSICAL EDUCATION (K-12).** (3) Fall.

A study of the historical development of physical education, its underlying principles, and its place in the educational program.

207. **SPORTS IN AMERICA.** (3) Spring. Alternate years; Offered 1989-90.

A study of the social, recreational, and economic impact of sports on America in the twentieth century.

214. **LIFESAVING CERTIFICATION.** (1) Fall, Spring.

Upon successful completion of this course the student will be awarded the American Red Cross Advanced Lifesaving Certificate. Prerequisite: 112 or consent of the instructor.

215. **WATER SAFETY INSTRUCTOR'S COURSE.** (2) Spring.

This course consists of lectures on methods and organization, and practice in teaching the American Red Cross swimming and water safety courses. Open to card-carrying Red Cross Water Safety Instructors whose appointments have lapsed and persons holding current advanced lifesaving certificates. American Red Cross WSI Cards will be issued to those satisfactorily completing the course.

222. **ADVANCED TENNIS.** (1) Fall, Spring.

Instruction and practice in the advanced skills and techniques of tennis. Prerequisite: 122 or the ability to pass an intermediate tennis test.

250. **SPORTS OFFICIATING.** (2) Fall.

A study of the principles and techniques of officiating competitive sports.

301/501. **KINESIOLOGY AND BIOMECHANICS.** (3) Fall.

A study of major muscle groups and their relationship to various body movements. Consideration is also given to various activities which contribute to the functional development of major muscle groups. Prerequisite: Biology 275 or consent of the instructor.

302/502. **PREVENTION AND TREATMENT OF ATHLETIC INJURIES.** (3) Fall.

A study of the prevention of athletic injuries and the different forms of therapy in the treatment of injuries common to athletics and physical education. Fee: \$10.

304. **COACHING FOOTBALL.** (2) Fall.

Coaching and officiating football.

305. **COACHING TRACK AND FIELD.** (2) Spring.

Coaching and officiating track and field.

306. **COACHING BASKETBALL.** (2) Spring.

Coaching and officiating basketball.

307. **COACHING BASEBALL.** (2) Spring.

Coaching and officiating baseball.

308. **COACHING SOFTBALL AND VOLLEYBALL.** (2) Fall. Alternate years; offered 1988-89.

A study of the theory and techniques of coaching and officiating softball and volleyball.

327. **BASIC MOVEMENT AND GYMNASTICS FOR CHILDREN.** (3) Fall. Alternate years; offered 1989-90.

Instruction in developmental movement patterns and basic body control for preschool and elementary children. Also includes fundamentals of beginning gymnastics. Required of all who seek elementary or K-12 certification in physical education.

329. **RHYTHMIC ACTIVITIES AND LEAD-UP GAMES FOR CHILDREN.** (3) Spring. Alternate years; offered 1989-90.

Principles and practices of body movement and response to rhythm. Primary and lead-up games for children. Required of those students who desire to teach physical education in the elementary or K-12 level. Required of all who seek elementary or K-12 certification in physical education.

330/530. **METHODS AND MATERIALS IN PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

A study of methods as they apply to the total program and to the organization, instruction, and selection of activities at the class level. Required of prospective elementary teachers.

355. **THEORY AND TECHNIQUES OF TEACHING SPORT SKILLS I.** (3) Fall.

Theory and techniques of teaching tennis, golf, soccer, and aerobics, and a thorough development of skills in these activities. For majors and minors only. Prerequisite: Must have passed a proficiency skills test in two team sports, swimming, and three other dual and individual sports. Fee: \$7.50.

356. **THEORY AND TECHNIQUES OF TEACHING SPORT SKILLS II.** (3) Spring.

Theory and techniques of teaching gymnastics, volleyball, badminton, and archery, and a thorough development of skills in these activities. For majors and minors only. Prerequisite: Must have passed a proficiency skills test in two team sports, swimming, and three other dual and individual sports.

404/504. **MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION.** (3) Fall.

Acquaints students with the various testing devices in physical education and gives practice in the use of these devices.

405/505. **ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION (K-12).** (3) Fall.

A study of the principles of organization and administration of physical education and the athletic programs. Consideration will be given to personnel, schedules, equipment and facilities, records, budget and finance, legal aspects, publicity and public relations, athletic associations, eligibility regulations, contracts and officials.

406/506. **MOTOR LEARNING AND PERFORMANCE.** (3) Offered on sufficient demand.

Psychological and physiological factors related to the development of motor skill; emphasis on the teacher's role in facilitating learning. Includes review and analysis of appropriate research.

407/507. **PHYSIOLOGY OF EXERCISE.** (3) Fall.

Fundamental concepts of human physiology and their application to programs of physical education and sports.

415/515. **ADAPTED PHYSICAL EDUCATION AND RECREATION ACTIVITIES.** (3) Spring.

Methods, techniques, screening, and special programs for physical education and recreation activity for the atypical student. Required of all special education majors.

416. **FIELD PLACEMENT.** (6) Fall, Spring, Summer.

Participation in an approved business or recreational setting. Placement made with the student's career goal in mind. Prerequisite: Approval of the department chairman.

450. **SEMINAR IN PHYSICAL EDUCATION.** (2) Offered on sufficient demand.

Open only to majors in physical education in their senior year.

#### RECREATION

130. **OUTDOOR ACTIVITIES.** (1) Fall, Spring.

The course will introduce students to various activities that are associated with the out-of-doors. Instruction will be provided in survival techniques, boat handling safety, canoeing, camping and activities associated with camping, supervision of outdoor activities, gun safety, and cookery. In addition, opportunity for practical experiences in a number of out-of-doors activities will be provided. Fee: \$23.

131. **HUNTING AND GUN SAFETY.** (1) Fall.

Instruction in gun care and safety as well as techniques used in 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.

Instruction in the proper use of bait casting equipment, fishing techniques for various species, current boating laws, and regulations designed for the safe operation of water craft.

133. **RECREATIONAL ACTIVITIES.** (1) Offered on sufficient demand.

One or two activities will be taught each time the course is offered. The offering will vary from term to term but will include such activities as snow skiing, canoeing, backpacking, and bicycle touring. The course may be taken any number of times for credit as long as activities are not repeated. Fee: Varies with activity.

265. **CAMP LEADERSHIP.** (2) Spring.

Study of and participation in camp organization, camp promotion, campfire programs, nature observation, camp athletics, hiking, and outdoor cooking.

320. **ORGANIZATION AND SUPERVISION OF RECREATION PROGRAMS.** (3) Fall.

History of the recreation movement, methods of organizing and supervising various types of institutional and community recreation programs, and a survey of vocational opportunities in the field.

325. **RECREATIONAL SPORTS AND ACTIVITIES.** (3) Spring.

Deals with aims and objectives, organization, administration of competitive and noncompetitive activities and games for all ages, schedule making, scoring plans, rules and regulations, publicity, and public relations.

PROFESSORS:

James Donald England, Ph.D.  
Chairman  
James E. Mackey, Ph.D.  
Lambert E. Murray, Ph.D.  
Carroll W. Smith, Ph.D.  
William D. Williams, Ph.D.  
Edmond W. Wilson, Jr., Ph.D.

ASSOCIATE PROFESSOR:

David Cole, M.S.

The Department of Physical Science is organized with the following objectives in view: to increase the general culture of all students; to prepare high school science teachers; to provide the basic training for preprofessional students of medicine, engineering, and other professional fields; and to prepare chemistry and physics majors for graduate study or industrial work. The Bachelor of Science degree is awarded to chemistry and physics majors. **A breakage deposit of \$30 (returnable less breakage) is required in each course that has a laboratory.** The general science degree programs are outlined elsewhere in this catalog. (See Index)

**BIOCHEMISTRY:** Major: 72 hours in chemistry, biology, mathematics, and physics, including Chem. 121, 122, 261, 315, 301, 302, 310, 324, 325, 326, 327, 411, 412; Biol. 151, 420; Physics 211, 212; Phy. Sci. 410; and Math. 171 (or 151, 152), 201, 251. Comp. 101 or 203 and German 105-106 are also required. Biol. 315, and Math. 301 are recommended. Premedical and pre dental students will need to take Biol. 251 and 263 prior to taking their respective admissions tests. A minor is not required.

**CHEMISTRY:** Major: 35 hours of chemistry, including 121, 122, 261, 301, 302, 310, 411, 412, and 6 additional upper-level hours. The following supporting courses or equivalents must be completed: Physics 211-212, Comp. 101 or 203, Math. 251, Phy. Sci. 410, and additional science, computing and/or mathematics to total 69 hours in this area. Participation in a departmental seminar, Chem. 310, with a passing grade is required of all junior and senior majors. In addition, German 105-106 is required. Chem. 315, Math. 301, 351, and Physics 301 are recommended. A minor is not required.

**CHEMISTRY (with a minor in management):** Major: Requirements are same as Chemistry major except 32 hours of chemistry and omit German 105-106. Minor includes Econ. 201, Acct. 205, Mgt. 368, 354, and 6 hours elected from Bus. 315, Mkt. 330, Mgt. 332, Econ. 202, or one additional course in computing.

Minor: 18 hours of chemistry, including 6 upper-level hours.

**PHYSICS:** Major: 34 hours of physics, including 211, 212, 301, 350, 310, 312, 325, 411, 412, 425, 431, and at least 2 hours of intermediate and/or

advanced laboratory. The following supporting courses or equivalents must be completed: Chem. 121, 122; Comp. 203; Math 351; Phy. Sci. 410; and additional natural science; computer science and/or mathematics to total 69 hours in this area. Two semesters of a modern foreign language or the equivalent proficiency are required. A double major in physics and mathematics or physics and computer science is highly recommended. A minor is not required.

Minor: 18 hours in physics including 6 hours of upper-level credit.

CHEMISTRY

114-115. **GENERAL CHEMISTRY.** (4, 4) Fall, Spring.

The fundamental principles and applications of chemistry. 114 includes basic inorganic concepts and 115 presents a survey of organic chemistry and applications to biological systems. Prerequisites: For freshmen, minimum scores of 14 on both the English and mathematics sections of the ACT. Credit in both 115 and 122 will not be granted.

121-122. **COLLEGE CHEMISTRY.** (4, 4) Fall, Spring.

The theoretical and quantitative principles of inorganic chemistry, including laboratory qualitative analysis. Prerequisites: One year of high school chemistry or 114 and Math. 151 or higher which may be taken concurrently. Credit in both 115 and 122 will not be granted.

261. **ANALYTICAL CHEMISTRY.** (4) Fall.

The basic theories and techniques of qualitative and quantitative chemical separations and analyses emphasizing chemical equilibrium, gravimetric and volumetric analysis. Two class periods and six hours laboratory per week. Prerequisite: 122.

271. **ORGANIC CHEMISTRY PRINCIPLES.** (4) Fall.

A one-semester study of organic chemistry. This course is designed for students of biology, home economics, nursing, education, and preprofessional curricula requiring only four hours of organic chemistry. Approved by NAACLS for medical technology majors. Three class periods and four hours of laboratory per week. Prerequisite: 115 or 122. Credit is voided by earning credit in 301 and/or 302.

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 four hours laboratory per week. Prerequisite: 122.

310. **CHEMICAL COMMUNICATIONS.** (1) Fall, Spring.

The sources of information in the field of chemistry, the use of chemical literature, and departmental seminar. Required of all junior and senior majors, but credit is earned only in the spring semester of the senior year.

315. **INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS.** (4) Spring.

The origin and interpretation of ultraviolet-visible, infrared, microwave, nuclear magnetic resonance and mass spectra will be covered. In addition, gas chromatography and high performance liquid chromatography theory and applications will be presented. The laboratory will give practical experience in each of these techniques. Three class periods and one four hour laboratory per week. Prerequisites: 261 and Physics 201 or 211.

324. **BIOCHEMISTRY I.** (3) Spring.

The basic concepts of the chemistry of metabolism and carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones are considered with special consideration being given to biochemical energetics and molecular biochemistry. Three class periods per week. Prerequisite: 271 or 301.

325. **BIOCHEMISTRY LABORATORY I.** (1) Spring.

A laboratory designed to study physiology and biochemistry at the cellular level. Prerequisite: Enrollment or credit in 324. Voids credit in Biol. 421/521.

326. **BIOCHEMISTRY II.** (3) Fall.

Continuation of 324 with added emphasis given to enzymology, protein and nucleic acid metabolism, and photosynthesis. Additional special topics in the field of biochemistry may be considered. Three class periods per week. Prerequisite: 324.

327. **BIOCHEMISTRY LABORATORY II.** (1) Fall.

The laboratory exercises are designed to build upon the physical and bioorganic applications of biochemistry. Prerequisites: 261, 325 and enrollment in or credit in 326.

405/505. RESEARCH TECHNIQUES. (1 or 2) Fall, Spring.

An introduction to research methodology and techniques. Inorganic, radioisotope, physical or biochemical research projects may be chosen according to student goals and staff interests. A minimum of three 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: \$40.

411/511-412/512. PHYSICAL CHEMISTRY. (4, 4) Fall, Spring.

Fundamental principles of physical chemistry including states of matter, thermodynamics, equilibria, kinetics, electrochemistry, spectroscopy, and quantum mechanics. Three class periods and four hours laboratory per week. Prerequisites: 261 and 302, Physics 211-212 and Math. 251.

PHYSICAL SCIENCE

101. EARTH SCIENCE. (2) Fall, Spring.

An introduction to the philosophy and methodology of science. Some basic concepts of astronomy, geology, meteorology, and conservation of natural resources.

102. PHYSICAL SCIENCE. (2) Fall, Spring.

Some basic concepts of chemistry and physics.

410. THE CHRISTIAN VIEW OF SCIENCE AND SCRIPTURE. (2 or 3) Spring.

Some of the topics considered are the Bible and science, presuppositions, logic, probability, scientific methods, origins, evolution, ethics, and the reasonableness of Christian faith. Open only to senior B.S. science and mathematics majors and to senior B.A. science and mathematics majors with the breadth and depth of scientific background needed for the course. Required of all B.S. science and mathematics majors. Approved as an upper-level Bible substitute.

PHYSICS

201-202. GENERAL PHYSICS. (4, 4) Fall, Spring.

Beginning physics course primarily for preprofessional programs. This may not be applied to a major or minor in physics without approval of the department chairman. Material normally covered will be mechanics, thermodynamics, acoustics, optics, and electricity. Three hours lecture and three hours laboratory per week. Prerequisite: Math. 151, 152, or equivalent. Credit in both 201-202 and 211-212 will not be granted.

211-212. ENGINEERING PHYSICS. (4, 4) Fall, Spring.

Beginning physics course for physical science and mathematics majors and preengineers. This course is designed to provide a fundamental background for further studies in physics. Material normally covered will be mechanics, thermodynamics, acoustics, optics, and electricity. Three hours lecture and three 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.

301. MODERN PHYSICS. (4) Fall.

Some of the important twentieth century advances in the field of physics selected from electromagnetic radiation, atomic structure, X-rays, spectroscopy, theory of relativity, the quantum theory, and nuclear physics. Three class periods per week and three hours laboratory per week. Prerequisites: 201-202 or 211-212 and Math. 251.

305. ELECTRONICS. (2) Offered on sufficient demand.

An introduction to the basic principles of digital and analog circuits. Students will study the functions of basic digital gates or operational amplifiers and learn 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 five hours laboratory per week. Prerequisite: Consent of the instructor.

310. PHYSICS COMMUNICATIONS. (1) Fall, Spring.

The sources of information in the field of physics, the use of physics literature, and departmental seminar. Required of all junior and senior majors, but credit is earned only in the spring semester of the senior year.

311. OPTICS. (3) Spring. Offered on sufficient demand.

A study of geometrical and physical optics, including a rigorous treatment of basic principles and the theory of certain optical instruments. Three class periods per week. Prerequisites: 201-202 or 211-212 and Math. 301. The latter may be taken concurrently.

312. APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING. (3) Fall.

A survey of various mathematical techniques employed in the study of physics. Topics covered will vary according to the background of the students. Normally included are Fourier series, complex analysis, calculus of variations, and integral transforms. Prerequisite: Math. 351.

325. ANALYTICAL MECHANICS. (3) Spring.

Kinematics 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. Physics 312 is strongly recommended.

350/550. MICROCOMPUTER INTERFACING. (3) Spring.

An introduction to the techniques of microcomputer interfacing, analog to digital conversion, and computer electronics. Prerequisite: Consent of the instructor.

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.

411/511-412/512. ELECTROMAGNETIC THEORY. (3, 3) Fall, Spring. Alternate years; offered 1990-91.

The properties of electric and magnetic fields, electrostatics, and Maxwell's equations. Both semesters must be taken. Three hours lecture per week. Pre- or corequisite: Math. 351.

415/515. ADVANCED LABORATORY. (1) Offered on demand.

Selected experimental problems of an advanced undergraduate level from various areas of physics. Not less than three laboratory hours per week. May be taken two times for credit. Prerequisite: Advanced standing in physics and approval of instructor.

425/525. THERMODYNAMICS AND STATISTICAL MECHANICS. (3) Spring. Alternate years; offered 1989-90.

A study of the 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: 211-212 and Math. 301 or consent of the instructor.

431/531. QUANTUM MECHANICS. (3) Spring. Alternate years; offered 1990-91.

An introduction to the formulation of nonrelativistic quantum mechanics and its applications. Prerequisites: 301, Math. 351, or Chem. 412, or consent of the instructor.

444/544. SELECTED TOPICS. (1-3) Offered on sufficient demand.

Study of certain advanced physics topics. Class meetings will be arranged by the instructor. Prerequisite: Consent of the instructor.

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.

DEPARTMENT OF PSYCHOLOGY,  
SOCIAL WORK, AND SOCIOLOGY

PROFESSORS:

‡Jack D. Thomas, Ph.D.

Chairman

‡Lewis L. Moore, Ph.D.

Walter L. Porter, Ph.D.

‡Billy D. Verkler, Ph.D.

ASSOCIATE PROFESSORS:

Kenneth L. Hobby, Ph.D.

Dwight Ireland, Ed.D.

‡Ann Louise Pace, M.S.S.W.

‡Mary Shock, M.S.W.

Director of Social Work Program



ASSISTANT PROFESSORS:

- ‡Kathy Howard, M.S.
- ‡Terry Smith, M.S.W.

INSTRUCTOR:

Linda R. Thompson, M.Ed.  
Director of Program for Academic Success

Assisting from other departments:  
Jerome M. Barnes, Ed.D.

‡Designates professional licensure by the State of Arkansas.

**PURPOSE.** The purpose of the Department of Psychology, Social Work, and Sociology is to bring together faculty and students to inspire one another to Christian service and citizenship, to enrich their knowledge and appreciation of the influence of ideas in human affairs and to advance knowledge in the pursuit of human dignity.

**BACHELOR OF ARTS DEGREE IN PSYCHOLOGY**

Objectives:

1. To provide a basic education in the science of psychology.
2. To assist the students in developing their skills in understanding themselves and others.
3. To prepare the students for entry level opportunities as a college graduate in the world of work.
4. To prepare students for advanced study leading to a professional career in psychology and/or counseling.
5. To relate and integrate the psychological truths found in the Word of God with the knowledge of modern psychological science in order to render greater service in the home, the CHURCH and the community.

Our faculty believes that psychology has practical application in all areas and activities of life.

**PSYCHOLOGY:** Major: 38 hours in psychology, including **core courses** 201, 240, 315, 325, 375, 380, 382, 385, and 438; **3 hours from** 424 or 415; and **6 hours from** 412, 400, 406, 409, 415, or 424.

Students preparing for **graduate study** in Clinical, Counseling, School, Industrial Psychology, or Marriage and Family Therapy are **strongly encouraged** to take as many courses in psychology as possible. Psy 440/540, **Field Experience**, which integrates classroom knowledge with the professional environment is highly recommended. Also, Math 105 or a more advanced course is required. A course in computer science is highly recommended.

To improve **graduate school and employment opportunities**, at least 6 hours of electives in computing are highly recommended.

**PSYCHOLOGY (for those certifying to teach psychology):** Major: 38 hours in approved psychology courses, 18 of which must be upper-level hours, including 201, 240, 315, 380, 382, and 438. **In addition, certification in a second teaching field, including supervised teaching, is required.**

Major: 18 hours in psychology including 201 and 6 hours of upper-level work.

Minor (for Bible majors): 201, 240, 380, 382, 385, and 412.

**BACHELOR OF ARTS DEGREE IN HUMAN RESOURCES**

Objectives:

1. To blend business and psychological knowledge, conceptual and interpersonal skills, and appreciation of cultural and spiritual values to prepare students for service and leadership in human resources and related management fields.
2. To provide a versatile array of helping, research and business skills which will equip a person for the work place or for graduate study in human resources or industrial psychology.

**HUMAN RESOURCES:** (A new Interdisciplinary Program in the School of Business and the Department of Psychology, Social Work, and Sociology for those interested in the rapidly expanding field of human resource management.) Major: 31 hours in psychology, including 325, 375, 380 or 438, 382, 385, 400, 406, 409, 412, and 415; 21 hours in business, including Acct. 205; Acct. 206 or Bus. 343; Mkt. 330; Mgt. 332, 368, 425, and 430; 9 hours from Eng. 281, 291, or Eng. 311 or Com O 260, 261, 262, or 263, Comp. 101 or Comp 201; 11-12 hours from Econ. 201, Bus. 435, Phil. 251 or 253, and Psy 201.

**BACHELOR OF SOCIAL WORK DEGREE**

The principal educational objective of the major in social work is to prepare students for beginning social work practice. The program is accredited at the baccalaureate level by the Council on Social Work Education, the national professional accrediting agency for social work.

Objectives:

1. To prepare students for entry level employment as beginning level social work generalist practitioners.
2. To produce a social worker who can function confidently and with discipline within the social work role, ready for responsible practice in the field of social work, with the capacity for professional growth.
3. To add professional knowledge skills and values onto a strong liberal arts base blended with the strength of Christian ethics for human service.
4. To promote social service as a Christian service.
5. To provide quality background for those students who desire graduate education in social work.
6. To promote responsible, informed, active citizenship.
7. To be an active partner in social service efforts within the community and region and to promote student involvement in the community through project oriented program activities.
8. To acquaint the student with the relationship between socio-cultural factors and biological factors as they affect human behavior in our pluralistic society.

9. To acquaint the student with the history of social welfare institutions and prepare them to function as competent practitioners within various social service organizations being able to analyze the impact of changing social and economic policies on the field of social work.
10. To develop knowledge, values and skills necessary for general practice with individuals, families, groups and communities, being able to relate theory and research with practice skills.
11. To acquaint the student with the scientific methods of building and disseminating knowledge, enabling them to perform and analyze the results of basic research methodologies including evaluation of practice and the ethical use of scientific inquiry.
12. To prepare the student to function competently in a social work field placement setting under supervision.

**Admission to the Social Work Program**

Students who wish to enter the social work program must apply to the Director of the Social Work Program after they have completed SW 275 (Introduction to Social Work). Criteria for admission are:

- A. A cumulative grade point average of 2.0.
- B. Completion of the Minnesota Multiphasic Personality Inventory (MMPI).
- C. Evaluations completed by the social work faculty.
- D. Completion of the application for admission forms.

The Social Work Program Admission Committee evaluates all students on the basis of these factors. When the committee has completed its evaluation of the applicant, a report is sent to individual applicants for their information. Students admitted to the Social Work Program are ready for Social Work 350 (Practice I).

**Admission to the Senior Year Program**

Upon completion of SW 351 (Practice II) the Social Work Program Admission Committee meets to discuss the academic performance and the growth of each student within the social work role. A GPA of 2.5 on program courses is required for admission to field placement. Students not approved for admission to the senior year field placement consult with their faculty advisors to develop an individual program of academic and/or personal enrichment. Either the student or faculty advisor, acting on behalf of the student, may ask for admission to the senior year program after one semester.

**Adjudication of Grievances**

In instances where student rights are allegedly denied or violated as part of either the admission process or classroom experience in the Social Work Program, the student may file a grievance by contacting the Student Grievance Committee.

Transfer credit: Credit for course work taken elsewhere is given based on an investigation of course content rather than course title. In general, no transfer credit may be substituted for the following courses: SW 350, 351, 352, 450, and 451.

Society: The Beta Lambda chapter of Alpha Delta Mu, national college honor society in social work, was chartered at Harding University in April 1980. Membership is by invitation based on scholastic achievement, character and involvement.

**SOCIAL WORK:** Major: 60 hours of social work, psychology, sociology, and anthropology, including S.W. 250, 275, 280, 281, 305, 306, 325, 330, 350, 351, 352, 410, 412, 450 (for 9 hours) and 451; Psy. 201, 382; and Soc. 203. A minor is not required. A curriculum plan for each year is presented elsewhere in this catalog. (See Index.)

**BACHELOR OF ARTS DEGREES IN SOCIOLOGY**

**Objectives:**

1. Develop in students an understanding of the social and cultural aspects of human behavior.
2. Acquaint students with the nature of society through application of the scientific method.
3. Provide basic background for students who seek careers in sociology and various social services.
4. Prepare students adequately for graduate and professional study in sociology.
5. Provide students with other majors a fundamental knowledge of human relations so that they can function more efficiently in various facets of modern society.
6. Assist students interested in mission work to understand cultures other than their own.
7. To relate and integrate the psychological truths found in the word of God with the knowledge of society and culture in order to render greater service in the home, the church and the community.

**SOCIOLOGY:** Major: 33 hours in approved courses, including 203, 325, 330, 408, 430, 440, 450; and Anthro. 250. Six hours of a foreign language are highly recommended. A minor is required.

Minor: 18 hours, including 203 and 6 hours of upper-level work.

**APPLIED SOCIOLOGY:** Major: A 24-hour core of Anthropology 250, Sociology 203, 325, 330, 408, 430, 440, and 450. **For a research emphasis:** 31 hours, including Comp. 101, 202, 203; Eng. 281; Com M 280, 301; Math. 151; SW 400; and six elective hours in the department. **For a corrections emphasis:** 33 hours, including Psy. 380, 382, 385; Soc. 342, 350, 355; SW 400; and 9 elective hours selected by the department. **For an administration and planning emphasis:** 30 hours, including Eng. 281; Geo. 212; Mgt. 332; Pol. Sci. 304; Soc. 350, 355, 451; and 9 elective hours selected by the department. **For a public relations and marketing research emphasis:** 38 hours, including Soc. 350 or Mgt. 355, 368; SW 400; Anthro. 381 or Psy. 380; Com M 280, 303, 394 or 396, 441 or Soc. 451; Mkt. 330, 400; Eng. 281; Comp. 101. Recommended electives are Com M 251, Soc. 405, Pol. Sci. 304, and Com M 301. **For a professional child-care emphasis:** 42 hours, including Soc. 401; Anthro. 381, S.W. 275, 399, 400; Psy. 240; H.Ec. 251, 322, 323, 425; SpEd 303; Art 211; Music 116; and Eng. 350. **For a gerontol-**

ogy emphasis: 36 hours, including Soc. 342; S.W. 275, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382; H.Ec. 102, 251, 331; P.E. 407; Recr 320; and Nurs. 201. A minor is not required.

**Minor in Anthropology:** 18 hours from the department, including Anthro. 250, 320, 381, 401, and Soc. 440.

**Minor in Family Life:** 22 hours, including Bible 234; Econ. 320; Home Ec. 251; Psy. 240 or Home Ec. 323; Soc. 401, 345; and 3 hours elected from Anthro. 381, Bible 321, Home Ec. 322, and SW 399. If one of the courses is included in the major, then another elective must be chosen as part of the 22 hours.

**Minor in Human Services:** 21 hours, including SW 275, 300 and 350 or 351; Soc 350 and 405 or 408; and 6 hours from SW 399, 400 and Soc. 342, 345.

**Minor in Professional Child Care:** 27 hours, including Soc. 203, 401; Anthro. 381; S.W. 275, 399; Psy. 240; and H.Ec. 322, 323, 425.

#### PSYCHOLOGY

- 100. STUDY SKILLS AND PERSONAL DEVELOPMENT.** (3) Fall, Spring.  
Provides instruction and practice in principles of effective study habits and attitudes; availability and use of University resources; and exploration of personal values and goals. This course does not count toward a major, minor, or general education requirements.
- 131. PRINCIPLES OF HUMAN PSYCHOLOGY.** (3) Fall, Spring.  
Application of principles of learning, personality, physiological, developmental, abnormal and social psychology to human behavior. Emphasis on use of psychological principles and skills for personal growth.
- 201. GENERAL PSYCHOLOGY.** (3) Fall, Spring.  
An introductory course which is a prerequisite to all higher-level courses in psychology. The course deals with learning, thinking, development, social behavior, motives and emotions, and both the normal and abnormal personality. The course provides an overview of modern psychology in terms of both biological and social factors. Open to first semester freshmen.
- 240. DEVELOPMENTAL PSYCHOLOGY.** (3) Fall, Spring.  
General study of all aspects of psychological development from infancy through adulthood with emphasis on physical and motor, mental and language, emotional and social development. Prerequisite: 201.
- 315. PHYSIOLOGICAL PSYCHOLOGY.** (4) Fall.  
A study of the basic biological processes contributing to human behavior, including a detailed review of the nervous system with an emphasis on sensory processes. Three class periods and two hours laboratory per week. Prerequisite: 201 or consent of instructor.
- 325/525. STATISTICS.** (3) Fall.  
An introduction to the scientific method as applied to psychology through a study of research techniques and mathematical analysis. Emphasis upon developing skill with descriptive statistics. Two class periods and two hours laboratory per week. Prerequisites: 201 or consent of instructor.
- 375. EXPERIMENTAL PSYCHOLOGY.** (4) Spring.  
Introduction to the methods of psychological science. Emphasis in the design and analysis of experiments including experience with laboratory techniques for both animal and human subjects. Three class periods and three hours laboratory per week. Prerequisite: 325.
- 380/580. PSYCHOLOGY OF PERSONALITY.** (3) Fall, Spring.  
Representative theories of personality are analyzed for their contribution to understanding human growth and development, psychopathology, and behavior change. The relationship of theory to assessment and research is examined. Prerequisite: 201.
- 382/582. BEHAVIORAL DISORDERS.** (3) Spring.  
A study of basic concepts of psychopathology with emphasis on the development of behavior deviations and descriptions of various types of behavioral disorders. Prerequisite: 201 or Educ. 203.

**387/585. COUNSELING.** (3) Fall, Spring.

A course designed to give students a thorough knowledge of the theories and philosophies underlying current practices in the field of counseling. Special attention is given to helping students develop their own theory and techniques. Prerequisites: Junior standing, 380, and 382.

**400/500. PSYCHOLOGICAL TESTING.** (3) Spring.

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, or consent of instructor.

**406/506. INDUSTRIAL PSYCHOLOGY.** (3) Spring.

Introduction and survey of psychology applied in the workplace. Topics will include psychological assessment, job design, occupational stress, worker motivation, career development, and strategies for helping impaired workers. Students will gain experience in interpreting and applying the professional literature of industrial/organizational psychology. Prerequisite: 375 or Bus. 261.

**409/509. EXPERIMENTAL SOCIAL PSYCHOLOGY.** (3) Fall.

Study of theories, methods, and findings in social psychology. Emphasis on critical reading of research literature. Prerequisite: 375.

**412/512. TECHNIQUES OF COUNSELING.** (3) Spring.

Methods of gathering, analyzing, and interpreting case data in counseling. The analysis of counselor-counselee relationship. Interviewing techniques. Three class periods and two hours laboratory per week. Prerequisite: 385.

**415/515. APPLIED RESEARCH.** (3) Fall, Spring.

Development of applied research skills for academic, business, and industrial settings. Emphasis on research design, analysis of variance, and regression techniques. SPSS, SAS, and other computer applications will be used. Prerequisite: 325 and 375.

**424/524. HISTORY AND SYSTEMS.** (3) Fall.

A study of the historical and philosophical developments of psychology, emphasis upon contributions of important leaders and schools of psychology, and consideration of current problems in psychology. Prerequisite: 18 hours of psychology or consent of instructor.

**438/538. PSYCHOLOGY OF LEARNING.** (3) Spring.

A study of the psychological principles involved in learning, including memory and motivation, and their applications to the understanding of human development and personality. Prerequisite: 201 or consent of instructor.

**440/540. FIELD EXPERIENCE IN PSYCHOLOGY.** (1-3) Offered on demand.

Participation in an approved mental health, mental retardation school, industrial or experimental setting. Experience supervised by a professor in the area of the student's interest. Prerequisites: 12 hours in psychology and consent of the department chairman.

**450/650. INDEPENDENT STUDY.** (1-3) Fall, Spring.

Individual study or research for qualified senior/graduate majors in psychology. Interested students must submit a formal proposal for consideration before being approved for enrollment. Prerequisite: Senior/Graduate status and consent of department chairman and instructor.

#### SOCIAL WORK

**250. CULTURAL ANTHROPOLOGY.** (3) Spring.

An introduction to the diversity of culture. Comparison of behavioral patterns and values in various societies with an emphasis in understanding and appreciating cultural diversity. Attention is given to the problems of cross-cultural communication.

**275. INTRODUCTION TO SOCIAL WORK.** (3) Fall, Spring, Summer.

Designed to introduce students to the profession of social work. It explores the historical and philosophical base of the profession and examines how they relate to social work practice in various fields. 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) Spring.

Purpose is to help the student acquire a working knowledge of the processes of human development, change, and adaptation from infancy through adolescence, with an examination of developmental stages, transitions, and problems inclusive of social, biological, cognitive, emotional, and behavioral aspects of human functioning.

**281. HBSE II (HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II).** (3) Fall.

Purpose is to help the student acquire a working knowledge of the processes of human development, change, and adaptation from early adulthood through late adulthood with an examination of developmental stages, transitions, and problems inclusive of social, biological, cognitive, emotional and behavioral aspects of human functioning.

**305. SOCIAL WELFARE POLICY AND SERVICES I.** (3) Fall.

Provides foundation knowledge in the history, the development, and the contemporary nature and structure of social welfare as a system. It examines the values, philosophies, and ideological positions leading to the development of social welfare policy. Provides an understanding of the societal forces that influence current developing social policy, with particular emphasis on the relation of economic and political processes to social policy development. Purpose is to provide the student with a framework for analyzing social policies in view of their historical and ideological positions and responsiveness to individual and social needs. Prerequisite: 275.

**306. SOCIAL WELFARE POLICY AND SERVICES II.**

Provides foundation knowledge in the organizational and systematic process involved in social welfare policy analysis, formulation and implementation. It examines specific policies that influence the areas of income maintenance, poverty, health care, housing, special populations and service delivery. It examines the transition of policy analysis and formulation into implementation with specific emphasis on the legislative, judicial and administrative functions involved. Prerequisite: 305.

**325. RESEARCH I (METHODS OF SOCIAL AND BEHAVIORAL RESEARCH I)** (3) Fall.

Includes a study and analysis of research methodology as applied to problems and questions regarding human behavior, with a particular emphasis to behavior in social situations. Statistical concepts and understanding will be integrated with research methodology as appropriate. Emphasis is given to problem formulation, development of research design, and sampling procedures.

**330. RESEARCH II (METHODS OF SOCIAL AND BEHAVIORAL RESEARCH II)** (3) Spring.

Provides the student with an understanding of the types of research that may be conducted in social setting. Using the experimental model as a basis: survey, field, single case, and evaluation research models will be studied. Basic statistical understanding will be integrated with the study of data collection. During the last half of the semester the student will prepare a proposal for a research project. Prerequisite: 325.

**345. INTRODUCTION TO 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 (Basic Helping Skills).** (3) Fall.

A study of values clarification from a social work perspective along with an enhancement of student use of systems approach to problem solving. Developing communication skills (verbal and nonverbal) by small group training and practice experience as well as examining practitioners' use of self in the change process through both subjective and objective research strategies, and development of a personal identity within the social work role. Prerequisite: 275.

**351. SOCIAL WORK PRACTICE II (Counseling).** (3) Spring.

Development of knowledge and skill in problem identification, strategy selection, and implementation of varied intervention approaches with individuals, groups, and in the larger communities, reviewing the research literature related to these interventions. Practice in expository writing, including assessments and case recording. Prerequisite: 350 or consent of program director.

**352. SOCIAL WORK PRACTICE III (Practice Issues).** (3) Fall.

Review relevant research on current issues in social work practice. Examine and develop methods of dealing with current social issues and social work practice, including minorities, women issues, etc. Prerequisite: 351.

**399/599. CHILD WELFARE SERVICES.** (3) Spring.

Developing skills needed in working with children who have unique problems who may be from unstable homes or who have been removed from their natural parents. Particular attention will be given to the cause and effect of overt behaviors that are manifestations of inner turmoil.

**400/500. GROUP PROCESSES.** (3) Spring.

Organization of group and development of leadership, group modification of individual conduct, group work, research, and the use of groups in the promotion of mental health.

**410. MINORITY GROUPS.** (3) Fall.

The identity, goals and organizations of minority group, race relations as a social problem.

**411. LAW AND SOCIAL WORK.** (3) Spring.

Designed to introduce students to knowledge about effective use of legal proceedings as related to the protection of consumers of social services. A look at programs that deal with divorce mediation, housing, child placement, custody and guardianship, and family violence. Attention is given to developing professional expertise in courtroom behavior.

**412. COMMUNITY PRACTICUM.** (3) Fall.

Combination of seminar and extended community contact with service agencies designed to expose the student to practice in an agency setting. Class project will be to design and implement a seminar on a current social issue for state and local professionals.

**450. FIELD PLACEMENT.** (9) Spring, Summer.

Placement of student in social work agency for 480 hours of supervised field practice. All core courses must be completed prior to placement.

**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. Corequisite: 450.

**SOCIOLOGY**

**203. GENERAL SOCIOLOGY.** (3) Fall, Spring.

An introduction of the general principles of sociology giving a broad perspective of the nature of society and its problems in terms of social institutions, forces, and changes. Attention is given to cultural diversity and understanding of group interaction in our multiethnic society.

**325. METHODS OF SOCIAL AND BEHAVIORAL RESEARCH I.** (3) Fall.

Includes a study and analysis of research methodology as applied to problems and questions regarding human behavior, with a particular emphasis to behavior in social situations. Statistical concepts and understanding will be integrated with research methodology as appropriate. Emphasis is given to problem formulation, development of research design, and sampling procedures.

**330. METHODS OF SOCIAL AND BEHAVIORAL RESEARCH II.** (3) Spring.

Provides the student with an understanding of the types of research that may be conducted in social setting. Using the experimental model as a basis: survey, field, single case, and evaluation research models will be studied. Basic statistical understanding will be integrated with the study of data collection. During the last half of the semester the student will prepare a proposal for a research project. Prerequisite: 203 and 325.

**342. CRIME AND DELINQUENCY.** (3) Spring. Alternate years; offered 1990-91.

A study of crime and juvenile delinquency emphasizing causes, law enforcement, and treatment. Prerequisite: 203.

**345. INTRODUCTION TO 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.

**355. PUBLIC OPINION AND COLLECTIVE BEHAVIOR.** (3) Fall.

The factors which influence public opinion, how public opinion affects policy-making and execution, the problem of measurement, the effect of mass media communication, the content of propaganda, mass movement and the effect on the individual. Prerequisite: 203 or consent of department chairman.

**401/501. PROBLEMS IN MODERN COURTSHIP AND MARRIAGE.** (3) Spring.

A study of problems in interpersonal behavior and role relationships in marriage. Emphasis on practical application of problematic aspects of courtship and marriage. Guidance for individual behavior as well as professional preparation for those planning to work in this area.

**405/505. CONTEMPORARY SOCIAL PROBLEMS.** (3) Fall.

The study of 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.

**408/508. SOCIAL PSYCHOLOGY.** (3) Fall.

Psychology of the individual and the group situation, socialization, and personality development. Study of interpersonal relationships, crowd behavior, leadership and prejudice. Prerequisite: 203 or Psy. 201.

**410/510. MINORITY GROUPS.** (3) Fall.

The identity, goals, and organizations of minority groups; race relations as a social problem. Prerequisite: 203.

Community organization, structure, institutions, and functioning of social agencies. Theory of urban development, growth of city, urban problems and social processes underlying change. Prerequisite: 203.

440/540. HISTORY OF SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. (3) Spring. Alternate years; offered 1990-91.

Major theoretical contributions to sociology, social psychology, and anthropology. A study of the historical development and theoretical interrelationships of the three fields. Prerequisites: 15 hours of anthropology and/or sociology, including Soc. 203 and Anthro. 250; and, for juniors, permission of the instructor.

450/650. INDEPENDENT STUDY. (1-3) Fall, Spring.

Individual study or research for seniors/graduates majoring in sociology and social work. Interested students must submit a formal proposal for consideration before being approved for enrollment. Prerequisites: 203 and consent of the instructor and chairman of the department.

451. INTERNSHIP IN REGIONAL AND URBAN AFFAIRS. (3) Offered on demand.

Experience in working with some agency of the state or local government under supervision of agency personnel and an academic advisor. Prerequisites: 203 and consent of the department chairman.

#### ANTHROPOLOGY

250. CULTURAL ANTHROPOLOGY. (3) Spring.

An introduction to the diversity of culture. Comparison of behavioral patterns and values in various societies with an emphasis on understanding and appreciating cultural diversity. Attention is given to the problems of cross-cultural communication.

320. ETHNOLOGY. (3) Offered on sufficient demand.

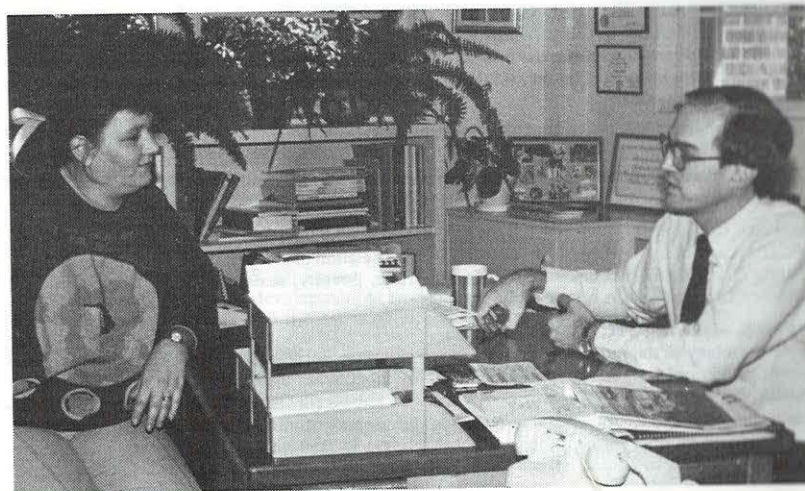
Study of a variety of world cultures with emphasis placed upon kinship, political and economic systems, religion, value systems, and social change. Prerequisite: Consent of instructor and department chairman.

381. PERSONALITY AND SOCIAL STRUCTURE. (3) Offered on sufficient demand.

A study of the effect of social structure on the development of personality, including the impact of culture on child-rearing. A survey of different theories of personality and their contribution toward understanding human behavior, relation of theory to research applications in professional work. Prerequisite: 250, 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. Important for anyone who will be communicating with others, especially in foreign cultures and subcultures within American culture. Prerequisite: 250 or consent of instructor.



#### PROFESSORS:

C. Philip Slate, D.Miss., Dean  
James R. Allen, M.R.E., Hh.D.  
Robert Helsten, M.A.  
Allan L. Isom, Ed.D.  
J. Paul Pollard, Ph.D. Associate Dean  
Neale Pryor, Th.D.  
Don Shackelford, Th.D.  
Van Tate, Ph.D.  
Director, Mission/Prepare Program

#### ASSOCIATE PROFESSORS:

\*Eddie Cloer, M.Th.  
Tom Eddins, M.Th.  
\*Joe Dale Jones, M.A.  
Bill Lambert, M.A.  
John T. McKinney, M.A.  
Ken Miller, Ed.D.  
L.V. Pfeifer, M.Div., M.Th.  
Director, School of Biblical Studies  
Ed Sanders, M.A.  
Will Ed Warren, M.A.R.

#### ASSISTANT PROFESSORS:

Thomas C. Alexander, M.Th.  
James C. Walters, M.A.R.

#### INSTRUCTOR:

Ross Cochran, M.Th.

#### ADJUNCT PROFESSOR:

James Woodroof, M.A.

#### VISITING PROFESSOR:

William Searcy, D.Min. (1989-1990)

Assisting from other departments:

#### PROFESSOR:

Duane McCampbell, Ph.D.

#### ASSISTANT PROFESSOR:

Craig Beard, M.L.S.

\*On leave of absence 1989-90.

The aims of the College of Bible and Religion fall naturally into two areas: (1) Those which apply to all students, (2) Those which apply more specifically to students who major in the Biblical area. Obviously, these two areas overlap at various points but are distinct at others.

This College seeks to equip each student with such a knowledge of the Bible that the student's life will be firmly founded upon a personal Christian faith; such faith must include a thorough integration between Biblical

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truth and life-experience regardless of the student's chosen program. The number of hours will be determined by the Dean of the College of Bible and Religion.

In order to accomplish this goal, the College is committed:

- (1) To awaken and deepen each student's faith in God and the Bible as the revelation of His will.
- (2) To motivate each student to study the Bible and to provide the basic skills for sound interpretation.
- (3) To train and motivate students for service in the local church, for Christian living, and for communicating their faith to others.
- (4) To 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) To provide students multiple opportunities for meaningful experience in the development of Christian character while on campus.
- (6) To teach Greek and Hebrew and other skills necessary for primary Biblical exegesis.
- (7) To train students for service in various ministry settings including preaching, missions, religious education, and youth ministry.

Students who transfer from another college and who major in Bible are required to take at least 10 upper-level hours in Bible at Harding. Six of these must be in the Textual division and the remaining 4 hours distributed according to the recommendation of the Dean.

**Special minors in communication and psychology have been structured for Bible majors.** See Department of Communication and Department of Psychology for these minors.

### HARDING GRADUATE SCHOOL OF BIBLE AND RELIGION

The Harding Graduate School of Bible and Religion, located at 1000 Cherry Road at Park Avenue, Memphis, Tennessee 38117, confers the following degrees: Master of Arts, Master of Arts in Religion, Master of Divinity, and Doctor of Ministry. Information about the program may be obtained upon request from the Graduate School.

Students within 8 hours of graduation may take 6 hours of Bible at the Searcy Campus which will transfer as graduate credit to the graduate school.

### SCHOOL OF BIBLICAL STUDIES

The School of Biblical Studies, located on the campus in Searcy, Arkansas, is an intense program designed to train men, who are over 21 years of age, in the field of preaching and missions. Students accepted into this program range from high school graduates to those holding university graduate degrees. A diploma is conferred upon successful completion of this two year program. Information concerning this program may be obtained upon request from L.V. Pfeifer, Director, Harding School of Biblical Studies, Searcy, Arkansas, 72143.

### TRANSFER FROM SCHOOLS OF PREACHING

A student who enters Harding University from the Harding School of Biblical Studies will be permitted to apply for up to 50 hours of Bible, Greek,

Hebrew, and Missions courses that he has successfully completed in this program. The number of hours will be determined by the Dean of the College of Bible and Religion.

Graduates from other two-year "Schools of Preaching" who enter Harding University may apply for up to 40 hours of credit in Bible, Greek, Hebrew, and Missions courses. The student will pay a \$10 fee for each course the committee accepts. After formally enrolling in Harding University and having his transcript sent to the Dean of the College of Bible and Religion, the student is to state in a letter his request to the Dean, who will then determine the validation process.

All students who transfer from such schools, including the School of Biblical Studies, will be regulated by the following policy in pursuing a baccalaureate degree:

- (1) When a student transfers, the Dean of the College of Bible and Religion will direct the validation procedure and will send to the Registrar a list of the courses, with hours of credit earned, that he has approved by validation.
- (2) A course in which a "C" has been earned must be validated by earning a "C" on a test at Harding. Courses in which a "D" was earned cannot be validated.
- (3) Meet the 32-hour residence requirement at Harding.
- (4) Meet the requirement that 23 of the last 32 hours required for the degree must be completed at Harding EXCEPT a student who has already earned a degree from Harding must complete an additional 18 hours at Harding for a degree in Bible.
- (5) Take a minimum of 10 upper-level hours in Bible. Depending upon the number of hours transferred and/or validated, the student may be required to take many more hours in Bible, but the minimum will be 10 upper-level hours. The Dean of the College of Bible and Religion may stipulate the Bible courses the student is to take.
- (6) Complete all the graduation requirements of Harding for a B.A. or B.S. degree in Bible.

### ADMISSION TO MISSION/PREPARE PROGRAM

MISSION/PREPARE is a program providing up to four years of training including an undergraduate major in missions; a continuing education program; MISSION/PREPARE internships; and a two-year apprentice experience, Harding Outreach Program of Evangelism (HOPE). Any regularly enrolled student may participate in these activities.

To be admitted to the MISSION/PREPARE Internship Program a student must:

- (1) Satisfy all admission requirements to the University.
- (2) File a declaration of intent to enter the program and a biographical information blank in the office of the College of Bible and Religion.
- (3) File a formal application for admission to the program in the office of the College of Bible and Religion. This application should be filed during the second semester of the student's freshman year or before the ninth week of any semester following. Transfer students may

make formal application for admission to the MISSION/PREPARE Program if they have completed 27 or more semester hours of work and if they have fewer than 90 semester hours of work. Other transfer students may be considered for admission by consent of the Dean.

- (4) Satisfactorily complete the taking of psychological tests as required by the College of Bible and Religion and Counseling Office.
- (5) Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation, conferences with University personnel acquainted with the student, and special interviews with the student may be used to make evaluations in these areas.
- (6) Not be on academic probation at the time of making application.

Non-Missions majors may enter the program with a favorable recommendation of the chairman of their major academic area and/or recommendation of at least two faculty members with whom they have had courses.

Students who are admitted to the MISSION/PREPARE Internship Program will spend a minimum of two months before their senior year doing internship training at faculty-approved places. Academic credit will be given in approved field work. Students will also be guided in raising all funds for travel and living while doing internship work. The student is responsible for this expense. Scholarships for the regular school term may be granted upon the basis of need and available funds. Students admitted to the MISSION/PREPARE Internship Program may make application for scholarships to the College of Bible and Religion. The student is required to make a written report to the appropriate faculty advisor upon completion of an internship abroad. Scholarships for academic credit in approved field work will be granted only upon successful completion of this requirement.

Special projects of the MISSION/PREPARE Program also include a Missions Research Center and coordination of field survey trips, evangelistic campaigns, and HOPE.

### HOPE

Students interested in Harding Outreach Program of Evangelism may write to the Director of Mission Prepare, Harding University, Searcy, Arkansas 72143.

### TIMOTHY CLUB

The Timothy Club is sponsored by the College of Bible and Religion. Regular attendance at Timothy Club meetings is required of all Bible and Bible-related majors.

### BACHELOR OF ARTS DEGREE

**BIBLE AND RELIGION:** Major: Minimum of 38 hours (maximum of 49 hours), including 18 hours of upper-level work; at least 14 hours from the Textual Division, 6 of which must be upper-level; 12 hours from the Ministry and/or Religious Education Division, including 420 and 325; 3 hours

from the Historical Division; 6 hours from the Doctrinal Division, including 352; 260; and one hour of field work; 4 hours of credit must be earned in classes designated as Bible major only or Bible 402 and 410. In addition to the 38 hours, Greek 171-172 and Missions 280 are required. A minor is required.

**BIBLE AND RELIGION (for women only):** Major: Minimum of 38 hours (maximum of 49 hours in Bible), including 18 hours of upper-level work; 14 hours from the Textual Division, 6 of which must be upper-level; 7 hours from the Ministry and/or Missions Division; 3 hours from the Historical Division; 5 hours from the Doctrinal Division, including 352; 260; 6 upper-level hours of approved substitutes; and one hour of field work; 4 hours of credit must be earned in classes designated as Bible major only or Bible 402 and 410. In addition to the 38 hours, one year of Greek or a modern foreign language and Missions 280 are required. A minor is required, and a second major is strongly recommended.

**BIBLICAL LANGUAGES:** Major: 34 hours of Greek and Hebrew including a minimum of 8 hours of Hebrew, 2 hours of Greek 471, and 16 additional upper-level hours in one or both languages; 4 hours of credit must be earned in classes designated as Bible major only or Bible 402 and 410. In addition, Bible 260, 325, 337, 343, and Missions 280 are required. A minor is required.

**GREEK:** Minor: 18 hours of Greek, including 6 hours of upper level credit.

**MISSIONS:** Major: 65 hours, including 15 hours of Missions which includes 280; at least 19 hours from the Textual Division, 11 of which must be upper-level; 12 hours from the Ministry and/or Religious Education Division, including 420 and 325; 4 hours from the Historical Division; 6 hours from the Doctrinal Division, including 352; Miss. Anthro. 386; 3 additional hours of Anthropology or Philosophy 251; Bible 260; and one hour of field work; 4 hours of credit must be earned in classes designated as Bible major only or Bible 402 and 410. In addition to the 65 hours, one year of a modern foreign language or Greek, or a reading proficiency demonstrated by examination, is required. A minor is not required.

**RELIGIOUS EDUCATION:** Major: 66 hours in Bible, Greek, and Education, including Bible 101, 112, 420, 234, 260, 321, 325, 330, 331, 332, 335, 337, 341, 352, 402, 410; 8 hours of electives from the Textual Division; Missions 280; and one year of Greek. Educ. 203 and 320 may be included. A minor is not required.

**YOUTH MINISTRY:** Major: Minimum of 38 hours (maximum of 49 hours), including 18 hours of upper-level work; at least 12 hours from the Textual Division, 6 of which must be upper-level; 12 hours from the Ministry and/or Religious Education Division, including 325, 332, and 333; 3 hours from the Historical Division; 352; 260; one hour of field work; and 5 hours electives; 4 hours of credit must be earned in classes designated as Bible major only or Bible 402 and 410. In addition to the 38 hours above, Missions 280 and Greek 171-172 are required. A minor is required.

**MINISTRY (for non-Bible majors):** Major: Minimum of 33 hours (maximum of 49 hours in Bible), including 16 hours of upper-level work; at least

10 hours from the Textual Division, 6 of which must be upper-level; 3 hours from the Historical Division; 352; 10 hours from the Ministry and/or Religious Education Division; 260; 3 hours from the Missions Division; and Bible 217. A second major is required.

**BIBLE AND RELIGION:** Minor: 18 hours, 6 of which must be upper-level, with a minimum of 10 hours in the Textual Division and at least 2 hours from the Ministry or Religious Education Division and the Historical or Doctrinal Division.

**YOUTH MINISTRY (for non-Bible majors):** Minor: 18 hours, 6 of which must be upper-level with a minimum of 8 hours from the Textual Division and 6 hours from the Ministry and/or Religious Education Division, including 332 and 333.

**BIBLICAL LANGUAGES:** Minor: 22 hours of Greek and Hebrew, including Greek 171-172, Hebrew 176-177, and 6 hours of upper-level credit.

**MISSIONS:** Minor: Miss. Anthro. 386; 15 hours in Bible and Missions, including Bible 345; and at least 7 hours in Missions.

### BACHELOR OF SCIENCE DEGREE

**BIBLE AND RELIGION:** Major: 66 hours, including 19 hours from the Textual Division, 11 of which must be upper-level including 402 and 410; 18 hours from the Ministry Division or Religious Ed. Division, including 420 and 325; 8 hours from the Historical Division, including 341; 8 hours from the Doctrinal Division, including 351 and 352; 260; Missions 280; one hour of field work; History 430 or an approved history substitute; and Greek 171-172. A minor is not required.

#### TEXTUAL DIVISION

This curriculum division develops the student's understanding of the text of the Bible and its application to life situations.

##### Old Testament

**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 to prepare the student to take Bible 101 and 112. Meets daily. Designed primarily for international students; others by approval of the Dean.

**101. THE OLD TESTAMENT.** (2) Spring.

A brief historical study of the Old Testament; selected books and passages are given special attention in order to learn the message of the Old Testament for its day and for today.

**303/503. JEWISH HISTORY: PENTATEUCH.** (2 or 3) Fall.

History of the Jewish people from the beginning to the founding of the nation and their contribution to later civilization.

**304/504. JEWISH HISTORY: JOSHUA THROUGH ESTHER.** (2 or 3) Spring.

History of the Jewish people from Joshua through Esther.

**305/505. EIGHTH CENTURY PROPHETS.** (2 or 3) Fall.

A study of the writings of Amos, Hosea, Joel, Jonah, Micah, and Isaiah, with their social, religious, and historical settings and the importance of their message to that period and to present times.

**307/507. PROPHETS: JEREMIAH THROUGH MALACHI.** (2 or 3) Spring.

A study of the writings of Jeremiah, Ezekiel, Obadiah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi, with their social, religious, and historical settings and the importance of their message to that period and to present times.

The Psalms, Proverbs, Song of Songs, Lamentations, Ecclesiastes and Job in the light of their historical backgrounds, especially the poetic and wisdom literature of the ancient Near East; their message for their day and for today.

**402/502. INTRODUCTION TO THE OLD TESTAMENT.** (3) Fall. Alternate years; offered 1988-89.

A study of the historical background of the Old Testament; canon and text; the history of interpretation; introduction to the major divisions and the individual books of the Old Testament. Designed for Bible majors; others may enroll.

##### New Testament

**112. THE NEW TESTAMENT.** (2) Fall.

A historical study of 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 as revealed in the New Testament.

**211. THE LIFE OF CHRIST.** (2) Fall, Spring.

A study of the life of Christ as revealed in the synoptic gospels — Matthew, Mark, and Luke.

**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 church as presented in the text of Acts and related scriptures.

**215. CONTEMPORARY ISSUES IN CHRISTIAN ETHICS AND DOCTRINE.** (2) Fall, Spring.

The course is designed to consider questions and problems today's college students are asking about God, the church, Christian doctrine, ethics, and morals. The students study what the Bible says on contemporary issues and formulate personal conclusions and convictions on the basis of biblical truth.

**217. INTRODUCTION TO BIBLICAL LANGUAGES.** (2 or 3) Spring. Alternate years; offered 1988-89.

A course designed to prepare the student to use Biblical languages in preparing for teaching, preaching, or personal study. For non-Bible majors and does not count toward a Biblical language major or minor.

**310/510. I CORINTHIANS.** (2 or 3) Fall.

Historical backgrounds; introduction, the founding and expansion of the early church, problems and their solutions in the Corinthian church; study of the text of First Corinthians.

**311/511. II CORINTHIANS.** (2 or 3) Spring.

Historical backgrounds; introduction, the founding and expanding of the early church, problems and their solutions in the Corinthian church; study of the text of Second Corinthians.

**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 Timothy, Titus; historical setting; introduction to each book with its individual features; common relations in setting, thought, and life; content; exposition of selected passages.

**315/515. PRISON LETTERS.** (2 or 3) Fall.

Philippians, Ephesians, Colossians, Philemon; historical setting and introduction to each book with its individual features; common relations in setting, thought, and life; content; exposition of selected passages.

**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; common relations in setting, thought, and life; content, exposition of selected passages.

**317/517. GOSPEL OF JOHN.** (2 or 3) Fall, Spring.

An in-depth study of the gospel of John. Special attention will be given to an 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.

Historical setting, introduction, including apocalyptic pattern and message, content and exposition of selected passages.



410. INTRODUCTION TO THE NEW TESTAMENT. (3) Spring. Alternate years; offered 1989-90.

A study of the historical and cultural background of the New Testament; text and canon; introduction to the books of the New Testament. Designed for Bible majors; others may enroll.

#### MINISTRY DIVISION

This division focuses upon the development of skills which prepare the student for service in a broad array of practical ministry settings. A second major is available in this area for the non-Bible major.

420. INTRODUCTION TO THE WORK OF THE PREACHER. (3) Fall.

An introduction to the special work of the preacher in relationship to both God and man. Proper attitudes toward the scriptures and their application to the needs of people; the preacher's relationship to the elders, and other special groups in the congregation.

320. HYMNOLOGY. (2 or 3) Spring. Alternate years; offered 1989-90.

Hebrew and Christian music, hymn writers and hymns, and an evaluation of hymns adaptable to the worship of the church.

321. CHRISTIAN COUNSELING. (2 or 3) Spring.

A study of counseling needs in the church, identifying spiritual problems and their relationship to the scriptures by using a Biblical approach to counseling. A study of various counseling settings located in church settings.

322. CHRISTIAN LEADERSHIP. (2 or 3) Spring. Alternate years; offered 1988-89.

This course is designed for anyone who is interested in leadership in the local church. This course seeks to prepare men to serve as elders, preachers, deacons, and for any other leadership function as it relates to the local church. A careful study is made of the Biblical principles of Christian leadership. Instruction will be given on how to perform weddings, conduct funerals, minister to the sick and the dying, and other leadership functions.

323. CHRISTIAN WORSHIP. (2 or 3) Spring.

A study of how to insure spiritual experiences for the individual, the family, and the local church in worship. Special attention is given to the meaning and medium of worship, the relationship of worship to daily living, and improving leadership in worship, thereby enabling the worshiper to experience a meaningful response to God in a vital spiritual relationship.

324. PERSONAL EVANGELISM. (2 or 3) Fall, Spring.

A study of how to reach man with the gospel of Christ. Special attention is given to the evangelism of Jesus and of the early church. Consideration is given to the needs of man and how the gospel of Christ meets those needs. Primarily, this is a course in the principles of personal evangelism.

325. PREACHING. (3) Spring.

Materials, methods of preparation, and sermon construction according to the types of sermons. Special attention to practical application by class presentation and evaluation. For Bible majors; however, others are encouraged to enroll.

326. EXPOSITORY PREACHING. (2) Spring.

The development of the student's self-study skills in the preparation of expository sermons. Prerequisite: Greek 171-172. May be repeated.

327. FIELD WORK. (1-3) Offered on demand.

Field work in preaching will be done under the supervision of a faculty member or one approved by the department chairman. Before the field work experience begins, a written proposal must be submitted to the Dean for approval.

328/528. ADVANCED PREACHING. (2) Fall, Spring. Alternate years; offered 1989-90.

Designed to strengthen preaching techniques. Various types of sermons will be presented by students. Additional study of contemporary preaching and audience response will be studied. Persuasive preaching is stressed. Prerequisite: 325.

#### RELIGIOUS EDUCATION DIVISION

This division focuses upon the development of skills and information needed in the ministry.

234. THE CHRISTIAN HOME. (2) Fall, Spring.

The Christian approach to selecting a marriage partner and living with that partner in permanent monogamy. A study of the Biblical principles bearing upon intra-family relationships. The family as an instrument of Christian service.

330. INTRODUCTION TO CHRISTIAN EDUCATION. (2 or 3) Fall. Alternate years; offered 1987-90.

Carrying out the mission of the church through involving members in Bible classes, curriculum, V.B.S., as well as studying leadership principles, promotion ideas, training teachers, helping members find their ministry in the local church.

331. TEACHING CHILDREN. (2 or 3) Spring.

A course designed to train parents and Bible school teachers toward proper Christian nurture of children.

332. TEACHING YOUNG PEOPLE. (2 or 3) Fall.

The young people and their religious needs with a special emphasis on the methods and materials available to church school teachers.

333/533. YOUTH MINISTRY. (2 or 3) Fall, Spring.

A study of youth programs, youth ministry, with a special emphasis on the role of the youth minister.

334. YOUTH SEMINAR. (1) Fall, Spring.

Special seminars available to the students. Will be taught by youth ministers presently working in the field. May be taken up to 4 times for credit.

335. TEACHING ADULTS. (2 or 3) Fall. Alternate years; offered 1988-89.

A study of the needs of adults and families with special attention given to programs and curriculum designed to meet those needs.

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 Dean for approval. This course may be repeated to total no more than 6 hours.

#### HISTORICAL DIVISION

This area of the curriculum is designed to help the student understand the diverse religious beliefs and practices of modern Christendom through a study of the historical roots of Christianity.

340. SURVEY OF CHURCH HISTORY. (2 or 3) Fall.

A survey of 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. Alternate years; offered 1988-89.

A study of the restoration movement and of men and events which shaped this movement in American history.

342/542. BIBLICAL WORLD AND ARCHAEOLOGY. (2 or 3) Fall. Alternate years; offered 1989-90.

A historical and religious survey of world conditions in Biblical times with special attention to the social and religious condition in Palestine.

343/543. HISTORY OF THE ENGLISH BIBLE. (2 or 3) Fall.

A study of the literary production and transmission of the Bible with special attention to 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. Alternate years; offered 1988-89.

The development of Christian thought from the sub-apostolic age to the present. Special attention will be given to outstanding leaders and major doctrines. Designed for Bible majors; others may enroll.

345. LIVING WORLD RELIGIONS. (2 or 3) Fall. Alternate years; offered 1988-89.

The history and basic teachings of Zoroastrianism, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, Judaism and Islam.

#### DOCTRINAL DIVISION

This division focuses on the theological ideas of Christendom.

351. THE NEW TESTAMENT CHURCH. (2 or 3) Spring.

The nature, objectives, government, and work of the church in the first century.

352/552. PRINCIPLES OF BIBLICAL INTERPRETATION. (2 or 3) Fall, Spring.

How to study the Bible using principles of interpretation derived from the scriptures, the nature of language and the process of thought, a brief survey of interpretation.

353. **GREAT THEMES OF THE BIBLE.** (2 or 3) Spring. Alternate years; offered 1989-90.  
A textual approach to the Bible doctrine of revelation, God, Christ, the Holy Spirit, church, and eschatology.

354/554. **CONTEMPORARY CHRISTIAN ETHICS.** (2 or 3) Spring. (Offered only on Monday evenings.)

The teacher will apply the scriptures to some current moral issues to help the student gain some Biblical insights to moral problems. For nurses and master's degree students; others must have consent of the Dean.

355/555. **EVIDENCE OF CHRISTIANITY.** (2 or 3) Fall.

A study of 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 20TH CENTURY.** (2 or 3) Fall, Spring.

A study of the current trends in modern Protestant and Catholic thought; the question of authority in religion; the origin, growth, beliefs, and characteristics of the modern cult movements; a brief study of modern social, ethical, and philosophical trends.

#### RESEARCH DIVISION

This curriculum division focuses on basic research techniques. These courses do not satisfy the institutional requirement for a Bible class.

164. **RESEARCH IN THE RESTORATION MOVEMENT.** (1) Offered on demand

The student will be guided by the teacher through various historical sites involved in restorational studies. Prerequisite: consent of the Dean. Fee: \$150.

260. **ORIENTATION TO RELIGIOUS STUDIES.** (2) Fall.

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 for the qualified student in the Textual Division. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean.

363. **RESEARCH IN MINISTRY.** (1-4) Offered on demand.

Individual study for the qualified student in the Ministry Division. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean.

364. **RESEARCH IN THE HISTORICAL DIVISION.** (1-4) Offered on demand.

Individual study for the qualified student in the Historical Division. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean. Fee: \$150.

365. **RESEARCH IN DOCTRINAL DIVISION.** (1-4) Offered on demand.

Individual study for the qualified student in the Doctrinal Division. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean.

366. **RESEARCH IN BIBLICAL LANGUAGES.** (1-4) Offered on demand.

Individual study for the qualified student in the Greek language. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean.

367. **RESEARCH IN THE MISSIONS DIVISION.** (1-4) Offered on demand.

Directed research and/or readings for a qualified advanced undergraduate student who is majoring or minoring in Missions. The research will be under the direction of the Director of Mission/Prepare and with the approval of Dean. Prerequisite: Junior standing with a minimum 3.00 G.P.A.

#### BIBLICAL LANGUAGE DIVISION

This division develops a functional knowledge of the languages of the Old and New Testaments.

##### Greek

171-172. **ELEMENTARY GREEK.** (4, 4) Fall, Spring.

Grammar and syntax of the Greek of the New Testament with emphasis on learning the basic inflections and vocabulary. Five class periods per week.

271. **THE GOSPEL OF JOHN.** (3) Fall.

Reading the Greek text, further study of grammar, attention to vocabulary, exegesis of selected passages. Prerequisites: 171-172.

272. **FIRST CORINTHIANS.** (3) Spring.

Translation of the Greek text, more intensive study of grammar, attention to the linguistic style of the author, exegesis of selected passages. Prerequisites: 172 and 271 or consent of Dean.

370. **ROMANS.** (3) Fall. Alternate years; offered 1989-90.

Translation of the Greek text, more extensive study of grammar — moods, tenses, particles, style, exegesis of selected passages. Prerequisite: 271 and 272 or consent of Dean.

371. **ACTS OF APOSTLES.** (3) Spring. Alternate years; offered 1988-89.

Reading selected passages from the Greek text, study of grammatical structure and style, exegesis of selected passages. Prerequisites: 271, 272 and 370 or consent of Dean.

372. **PASTORAL EPISTLES.** (2) Fall. Alternate years; offered 1988-89.

Reading and exegesis of the Greek text of I and II Timothy and Titus with emphasis on grammar and syntax. Prerequisites: 271 and 272 or consent of Dean.

373. **JAMES, I AND II PETER, AND JUDE.** (2) Fall. Alternate years; offered 1989-90.

Translation of the Greek text, analytical and comparative study of grammatical construction and style, exegesis of selected passages. Prerequisites: 271 or 272 or consent of Dean.

374. **INTERMEDIATE GREEK READINGS.** (3) Fall 1988.

Selected readings from portions of the Greek New Testament not covered in other courses with attention to grammar and exegesis. Course content and approach varied according to needs of students and discretion of instructor. May be taken more than once for credit. Prerequisites: 271 and consent of Dean.

375. **READINGS IN THE SEPTUAGINT.** (3) Spring. Alternates with 376; offered 1988-89.

Translation of selected portions of the Greek text with attention to the underlying Hebrew and to the Greek style and its significance for the New Testament. Prerequisites 271 and 272 or consent of Dean.

376. **HEBREWS.** (3) Spring. Alternates with 375; offered 1989-90.

Reading of the Greek text with concordial, contextual, lexical, grammatical, and historical study of selected words, terms, and phrases particularly characteristic of Hebrews. Prerequisites: 271 and 272 or consent of Dean.

471. **INDEPENDENT STUDY.** (1-4) Offered on demand.

Directed study or research with primary emphasis on meeting the needs of the individual student. Readings in Greek and Roman history and the development of Hellenistic culture. Prerequisite: 370, 371 or consent of Dean.

##### Hebrew

176-177. **ELEMENTARY HEBREW.** (4, 4) Fall, Spring. Alternate years; offered 1989-90.

Elementary and essential principles of the 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. Offered on sufficient demand.

Readings in the Hebrew Bible, with special attention to vocabulary building. An introduction to textual criticism. Prerequisite: 177.

#### MISSIONS DIVISION

This division is designed to develop a worldwide mission concept and to train students to be more effective workers in other cultures through principles of practical anthropology and cross-cultural communications.

280. **THE WORLD CHRISTIAN.** (2 or 3) Fall.

A broad vision of Christianity in the whole world and the wide variety of service opportunities available to both full-time and self-supported workers with worldwide perspective.

381. **MISSIONARY MESSAGE OF THE BIBLE.** (2 or 3) Fall, Spring. Alternate years; offered 1989-90.

An examination of the basic Biblical concepts which provide a foundation for missions. The development of a philosophy of Christian missions.

382. **HISTORY OF MISSIONS.** (2 or 3) Spring. Alternate years; offered 1989-90.

A survey of mission work from the second century to the present with special study of the work accomplished by the churches of Christ.

383. **MISSIONARY PREPARATION.** (2 or 3) Spring. Alternate years; offered 1988-89.

Motives for mission work. Examination of the field or relationship necessitating personal adjustment by the missionary. Relationship between the missionary and the church.

384. **PRINCIPLES OF CHURCH GROWTH.** (2-3) Spring. Alternate years; offered 1988-89.

A study of church growth concepts in the New Testament with special emphasis given to recent studies in the church growth movement.

**385. SEMINAR IN WORLD MISSIONS.** (2-3) Offered on sufficient demand.

Course shall from time to time be offered to students interested in world missions, utilizing the special talents of visiting missionaries or other qualified personnel. A minimum of 15 students is required.

**386. MISSIONARY ANTHROPOLOGY.** (2 or 3) Fall.

An introduction to cultural anthropology with a view to understanding one's own and others' cultures. Designed to help Christian workers who cross cultural lines at home and abroad.

**387. FIELD WORK.** (1-3) Offered on demand.

Field work will be done under the supervision of the faculty or one approved by the faculty 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. COMMUNICATIONS IN MISSIONS.** (2 or 3) Fall. Alternate years; offered 1989-90.

A study of the theory of communication, of problems of cross-cultural communications and of special relationships necessary for effective communications. Survey of types of communications effective on the mission field.

**PHILOSOPHY**

Philosophy courses do not count toward a Bible major or minor.

**251. INTRODUCTION TO PHILOSOPHY.** (3) Fall.

A general survey of philosophical problems, methods of approach, modes of thought acquainting the student with various types of philosophy through 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. Special attention is given to the Christian religion in the light of philosophic thought.

**253. ETHICS.** (3) Spring. Alternates with 252; 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.

**APPROVED RELATED COURSES FOR JUNIORS AND SENIORS**

The following courses may be taken by juniors and seniors who have already satisfied the eight-hour general education requirement in textual Bible courses as a substitute for the Bible course required each semester of each student enrolled in more than eight hours.

Upper-level textual Greek and Hebrew courses, mission courses, and philosophy courses.

Business 435 by majors in any area of the School of Business and Advertising majors.

Physical Science 410 by senior B.A. and B.S. science, biology and mathematics majors who meet the qualifications for admission to the course.

Sociology 401 by Social Science majors.

**SUGGESTED PROGRAMS**

The following program is suggested for the freshman year for all Bible majors.

Art 101 .....	2	*If the student is exempt from
Bible 101, 112 .....	4	English 102 and achieves a grade
*English 103 and Com O 101 .....	6	of "C" or higher in English 103,
**Greek 171-172 .....	8	English 104 is not required al-
History 101 or 111 .....	3	though it is recommended.
Music 101 .....	2	**Students with low scores on the
P.E. 101 .....	2	ACT English Usage Test are ad-
Psychology 131 .....	3	vised to defer Greek 171-172 to the
		sophomore year and to take
	30	both Hist. 101 and 111 and Math

101 in the freshman year.  
Majors in Missions may elect a modern foreign language in place of Greek.

The following programs are outlined for the last three years.

**A. For the Bachelor of Science degree in Bible:**

Second Year		Third Year	
Biology 111 .....	3	Bible 280 .....	2
Mathematics 101 .....	3	Bible 341 .....	2
Phy. Sci. 101, 102 .....	4	Bible 351, 352 .....	4
English 201, 202 .....	6	Bible 410, Textual elective .....	7
History 101 or 111 .....	3	Historical elective .....	3
Ministry or Religious Educ. elective .....	3	Preaching elective .....	3
Bible 260 .....	2	Ministry or Religious Educ. electives .....	6
Textual elective .....	3	Pol. Sci. 202 or 205; Econ. 201; or Soc. 203 .....	3
Pol. Sci. 202 or 205; Econ. 201; or Soc. 203 .....	3	P.E. activity .....	2
Elective .....	3		
	33		32
Fourth Year			
Bible 402 .....	3		
Hist.-Doct. electives .....	5		
Preaching electives .....	4		
Ministry or Religious Educ. electives .....	3		
Textual electives .....	3		
History 430 .....	3		
Bible 325 .....	3		
Non-Bible electives .....	3		
*Elective .....	4		
Bible 420 .....	3		
	34		

\* One hour of field work — Bible 327 or 337, or Missions 387 — is required.

**B. For the Bachelor of Arts degree in Bible:**

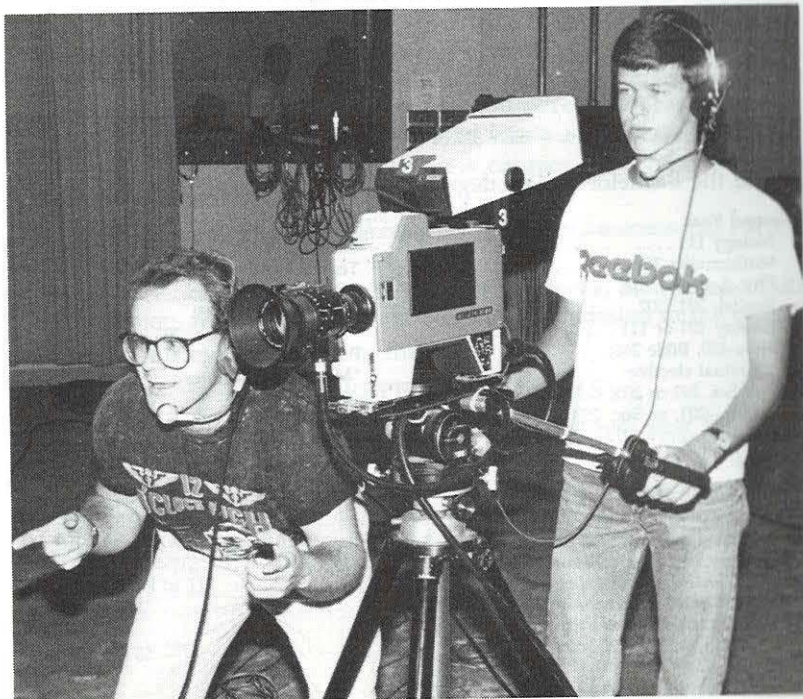
Second Year		Third Year	
Biology 111 .....	3	Bible 280 .....	2
Mathematics 101 .....	3	Textual electives .....	7
Phy. Sci. 101, 102 .....	4	Bible 325 .....	3
English 201, 202 .....	6	Pol. Sci. 202 or 205; Econ. 201; or Soc. 203 .....	3
History 101 or 111 .....	3	P.E. activity .....	2
Bible 420, Bible 260, Textual elective .....	4	*Minor and electives .....	16
Pol. Sci. 202 or 205; Econ. 201; or Soc. 203 .....	3		
Elective .....	6		
	32		33
Fourth Year			
Textual electives .....	3		
Ministry or Religious Educ. .....	6		
Hist. electives .....	3		
Bible 352 and elective .....	6		
*Minor and electives .....	12		
Bible 420 .....	3		
	33		

\* A maximum of 12 hours may be elected in Bible courses if the minimum graduation are completed. One hour of field work — Bible 327 or 337, or Missions 387 — is required.

C. For the Bachelor of Arts degree in Missions:

Second Year		Third Year	
Bible 260 .....	2	Bible 325 .....	3
Missions electives .....	6	Textual electives .....	8
Biology 111 .....	3	Ministry or Religious Educ. electives .....	6
Mathematics 101 .....	3	Hist.-Doct. electives .....	3
Phy. Sci. 101, 102 .....	4	Bible 280, Missions electives .....	6
English 201, 202 .....	6	P.E. activity .....	2
History 101 or 111 .....	3	Miss. Anthro. 386 .....	3
Pol. Sci. 202 or 205; Econ. 201; or Soc. 203 .....	3	Pol. Sci. 202 or 205; Econ. 201; or Soc. 203 .....	3
Elective .....	3		
	<hr/>		<hr/>
	33		34
Fourth Year			
Anthropology elective .....	3		
Textual electives .....	7		
Hist.-Doct. electives .....	6		
*Missions electives .....	3		
Non-Bible electives .....	7		
Bible 420 .....	3		
Philosophy 251 .....	3		
	<hr/>		
	32		

\* One hour of field work — Bible 327 or 337; or Missions 387 — is required.



## SCHOOL OF BUSINESS

ACTING DEAN: George H. Oliver, M.S.A.

### PROFESSORS:

- David B. Burks, Ph.D., CPA  
President
- Donald P. Diffine, Ph.D.  
Director, Belden Center for Private Enterprise Education and Economics Program
- Robert J. Kelly, Ed.D.  
Director, Business and Office Education
- Robert H. Reely, Jr., Ed.D.  
Director, Center for Management Excellence and Management and Marketing Program
- Director, Small Business Development Center
- Associate Executive Director, American Studies Institute

### ASSOCIATE PROFESSORS:

- James W. Carr, Ph.D.  
Executive Director, American Studies Institute
- Lavon Carter, M.B.A.
- Jim R. Ferguson, M.S., Ed.D.
- Marvin Hilliard Robertson, J.D.
- William W. Ryan, Jr., Ph.D.
- Barbara Karaffa Statom, M.Ed.
- David Tucker, Ph.D., CPA, Director of Walton Program
- Charles R. Walker, M.S.

### ASSISTANT PROFESSORS:

- David L. Allen, M.B.A., Acting Director of Accounting
- Timothy B. Baird, Ph.D., Director of Computing Degrees
- James Behel, M.B.A.
- Phil Brown, M.B.A.
- \*David M. Johnson, M.B.A.,  
CPA, Administrative Assistant to the Dean
- Randall M. McLeod, J.D., Director, Center for Professional Sales
- George H. Oliver, M.S.A., Acting Dean
- \*David Perkins, M.B.A., CPA
- Scott Stovall, M.S., CPA

### INSTRUCTORS:

- Mike Emerson, B.A., CPA
- Don Yates, B.A.

\*On leave 1988-89

### PURPOSE

The primary purpose of the School of Business is to prepare students in a Christian environment for professional careers in business. Morality in business is stressed. Business 435 is required of all majors during the junior or senior year and is an approved substitute for a Bible course the semester it is taken, if the minimum 8 hours of textual Bible has been

taken. The School seeks to develop **Christian professionals** 1989-1990 Hard-  
are:

1. To provide students with a good understanding of the common body of knowledge in business administration.
2. To provide students with opportunities for high-quality advanced work in areas where majors are offered.
3. To prepare students for imaginative and responsible citizenship and leadership roles in business and society.
4. To help students clarify the role of their profession in relation to their ministry and commitment to the Kingdom of God.
5. To teach spiritual concepts which flow naturally from business curriculum.
6. To assist in the personal and professional development of students.
7. To aggressively help students secure satisfactory employment upon graduation.
8. To provide opportunities for students to grow professionally through leadership roles in business and economics competition, clubs, etc.

The following majors are offered in the School of Business.

#### MASTER OF SCIENCE IN ACCOUNTING DEGREE

The primary purpose of the Master of Science in Accounting program is to prepare students in a Christian environment for technically-oriented careers in accounting. The functional areas of management, finance, and computer information systems are included in the graduate core requirements.

#### BACHELOR OF BUSINESS ADMINISTRATION DEGREE

**Accounting:** Preparation for entry level positions leading to careers in corporate, public, and governmental accounting; preparation for uniform Certified Public Accountant examination.

**Computer Information Systems:** Preparation in business and computing for professional careers in basic programming, supervision of programming, and systems analysis and design.

**Economics:** Preparation as professional economists in industry or in government; preparation for either law or business school. Graduate or professional school highly recommended.

**Management:** Preparation for supervisory positions in institutional, commercial, and industrial organizations; personnel positions; retailing positions; and selling positions with insurance companies.

**Marketing:** Preparation for positions in marketing, retailing, sales, and marketing research.

**Professional Sales:** Preparation in personal selling and sales management.

#### BACHELOR OF ARTS DEGREE

**Business Education:** Preparation for certification to teach all high school business courses. All Arkansas requirements fulfilled.

**Office Systems:** Preparation for administrative assistant, executive secretarial and supervisory positions.

#### ASSOCIATE OF ARTS DEGREE

**Applied Office Science:** Preparation for general, clerical and secretarial office positions.

#### SPECIAL PROGRAMS/FACILITIES

##### American Marketing Association

Harding's student chapter of the American Marketing Association provides members with professional experiences in the work world. Guest speakers are brought to the campus, and students visit marketers on their work sites. The chapter develops leadership skills through training, case competitions, regional and international conferences. AMA is the largest professional marketing organization in the world.

##### American Studies Institute

All students in the School of Business have an opportunity to hear presentations made by internationally known authorities who are guests on the campus as a part of the lecture series of the American Studies Institute.

In addition to the lecture series, the American Studies Institute provides an opportunity for juniors and seniors with a 3.0 or higher GPA to make week-long trips annually to major cities for practical exposure to problems encountered.

##### Belden Center for Private Enterprise Education

Begun in 1976, the Belden Center for Private Enterprise Education is basically staffed by student volunteers. The Center's goal is to collect, write, and disseminate in a multi-media fashion private enterprise-related information which is positive, non-partisan, and balanced in its approach. The *ENTREPRENEUR*, a quarterly publication of the Center, is mailed around the country to alumni and to other interested individuals, businesses, Chambers of Commerce, and professional associations.

##### Center for Management Excellence

Organized in the summer of 1981, the Center for Management Excellence promotes management expertise through workshops, seminars, and consulting services. The Center was designated a "Small Business Development Center" in 1982. Students in the Small Business Institute program serve as consultants to local small businesses providing management counseling.

##### Chi Delta Epsilon

Open to any student with a major or minor in Business and Office Education, Chi Delta Epsilon provides opportunities for students to develop leadership skills, to enjoy fellowship, to promote Christian standards, and to encourage professional awareness. Various speakers provide educational and professional information to students interested in working in office- or business-related environments.

**Computer Facilities**

Harding has a full-equipped academic Computer Center which utilizes a time-sharing Digital VAX 11/750 computer system. The Computer Center maintains 32 computer terminals for student use and instruction. All students are required to take at least one three-hour course in computing. An IBM micro-computer laboratory provides 24 personal computers for student use, and a MAC laboratory provides additional computers.

**Data Processing Management Association**

Harding sponsors a student chapter affiliated with the Data Processing Management Association. It complements classroom instruction in the computer area. Outside speakers, field trips, and special projects add to the experience of student members.

**Economics Team**

The Harding University Economics Team is composed of students who are interested in free enterprise economics and are willing to develop creative and effective ways to promote it. These teams have won ten of the eleven regional Students in Free Enterprise competitions since 1976. Harding won first place in national competitions with other colleges and universities in 1980, 1981, 1982, 1984, 1985, and 1987. The 1979, 1983, 1986, 1988 and 1989 teams were National Runners-up.

**Harding Invitational Business Games**

Initiated in 1983, a national interscholastic business gaming competition for high schools and junior colleges is sponsored by Harding. University students gain valuable experience as they administer this competition.

**Intercollegiate Business Gaming**

Business students at Harding have distinguished the University as a national leader in intercollegiate marketing and business competition, having won a record three championships at the Intercollegiate Marketing Games at Michigan State University and four championships at the Emory University Business Games in Atlanta, Georgia. Harding won its first divisional title at the University of Nevada — Reno Invitational Games in 1979. Students are selected for the intercollegiate team on the basis of scholarship in the School of Business and leadership potential.

**Management Case Competitions**

SAM — The Society for Advancement of Management provides an opportunity to showcase student's management knowledge and skills in annual management case competition. Students from around the country who are members of over 200 campus chapters compete for both Case Competition and awards for the quality of campus chapters. Harding University teams have been very successful at the case competition having never placed less than 5th and have always been recognized as one of the top ten in national campus chapters.

**Management Seminar**

The School of Business in conjunction with the American Studies Institute and the Small Business Development Center initiated in January of 1973

business management seminars. Business executives of Arkansas and surrounding states have attended these seminars which are open to students.

**Marketing Strategy Case Competitions**

Students from Harding's chapter of the American Marketing Association compete in the annual Marketing Strategy Case competition, sponsored by the American Marketing Association.

Harding was regional runners-up in 1987 and 1988, and national runners-up in 1989.

**Phi Beta Lambda**

The collegiate big brother to Future Business Leaders of America, Phi Beta Lambda is open to any student majoring in the School of Business who desires to grow professionally toward a successful career in business. State and national leadership conferences and award programs provide outlets for competition based on interest and talents of chapter members.

**Pi Gamma Psi**

Composed of students majoring in Accounting, Pi Gamma Psi provides services and educational opportunities for students interested in professional careers in accounting. Various outside speakers are invited to the campus each year. A lecture series, "Current Topics in Accounting," serves as the core of Pi Gamma Psi's meeting schedule, with attendance required of all members.

**Retail Seminar**

A Visiting Professor of Retailing is invited to the campus each year to present a seminar dealing with retailing. The professor meets with students from various marketing classes, and interacts with students, faculty and administration in an exchange of ideas and information.

**Sales Seminar**

Each fall an outstanding speaker in sales conducts a seminar in sales which is open to students and the public.

**Society for the Advancement of Management**

Organized in the spring of 1981, the Society provides management majors opportunities to hear outside speakers and make visits to various industrial firms.

**SPIRITUAL EMPHASIS**

**Fall Seminar**

An annual all-day fall seminar is conducted for seniors in the School on the topic of Business Ethics. Outside speakers as well as faculty members and students are used in discussing how goals can be set and implemented that will allow all involved to fully utilize their talents in working in the Kingdom.

**Christian Business Ethics**

To give further emphasis to the development of a Christian professional, a unique course entitled "Christian Business Ethics" is required of all stu-

dents in the School and serves as their Bible requirement for 1989-1990. 1990-1991 Harding University Catalog semester in which it is taken, if the minimum 8 hours of textual Bible has been taken. A case study discussion approach is used in this class.

### Vocational Christian Outreach

Students are continually encouraged to develop an interest in vocational evangelism. Faculty members encourage students to consider career choices in the light of the need of the Kingdom of God. Christian leadership opportunities in geographical areas where churches of Christ are numerically small are discussed in connection with career selection.

## HONOR SOCIETIES

### Alpha Mu Alpha

The top 10 percent of marketing seniors are eligible to join this national marketing honorary, sponsored by the American Marketing Association. This recognition program is designed to acknowledge outstanding scholastic achievement on a highly competitive basis.

### Delta Mu Delta

The Alpha Upsilon chapter of Delta Mu Delta, a national honor society in business administration, was formed at Harding in 1976. The purpose of the society is to encourage higher scholarship and to recognize and reward scholastic achievement in business administration programs. Candidates for membership must have completed a minimum of 64 hours with a cumulative average of 3.2 or better and be in the top 20 percent of the class.

## AWARDS FOR STUDENTS

The following awards are presented annually to outstanding students in the School of Business: Arthur Young & Co. Accounting Scholarship Award; Outstanding Senior & Graduate Accounting Award; Ermal H. Tucker Outstanding Senior Business and Office Education Award; Robert H. Reely, Sr., Outstanding Senior Management Award; B.P. Cochran Outstanding Junior Management Award; AP&L Outstanding Senior Marketing Award; Outstanding Junior Marketing Award and the Belden Outstanding Sales/Marketing Award. In addition, the Wall Street Journal Award is given annually to the best overall student in the School of Business.

## GRADUATE PROGRAM IN ACCOUNTING

### PURPOSE OF THE PROGRAM

A new Master of Science in Accounting program was approved by the Board of Trustees in November, 1983, to begin with the fall semester, 1984. The primary purpose of the MS program in accounting is to prepare students in a Christian environment for technically-oriented careers in accounting. The functional areas of management, finance, and computer information systems are included in the graduate core requirements. Throughout the MS program, preparation for Christian service is stressed.

## APPEAL OF THE PROGRAM

The MS program is designed to appeal to two particular groups: (1) students planning to sit for the Uniform CPA Examination by providing them the opportunity to fulfill academic requirements of regulatory agencies in all 50 states; (2) students having a non-business degree or a non-accounting degree who desire to pursue an accounting program at the master's level.

## STRENGTHS OF THE PROGRAM

The following strengths are advantages to students in the program: Harding's strong reputation for excellence in undergraduate accounting education; strong accounting faculty resources; excellent facilities; nationally recognized American Studies Program; emphasis on Christian business ethics; and an active placement network.

## ADMISSION REQUIREMENTS

Students are accepted into the MS program from a wide variety of undergraduate programs. While many have studied business administration, graduates of other scholastic disciplines are encouraged to apply.

Requirements for admission to graduate study in the School of Business are:

1. A baccalaureate degree from an accredited institution.
2. A formal application.
3. An official transcript from each institution attended for undergraduate work. (If the course work was done at Harding, the transcript need not be official.)
4. Completion of the Graduate Management Admissions Test (Applications to take the test can be obtained from Dr. Tom Howard in the Testing Office or from the Educational Testing Service in Princeton, New Jersey. The test is designed to measure aptitude for graduate study in business and is not a measure of knowledge in specific subjects).
5. A composite score of 1000 or above, determined as follows: the score on the GMAT plus 200 times the overall undergraduate grade-point average under a 4.0 system.
6. Two letters of reference.
7. In certain cases, a formal interview may be required. This decision will be made by the graduate committee.

Permission to enroll for graduate credit may be granted to students who lack not more than 12 semester hours meeting the requirements for the bachelor's degree but who satisfy other scholastic requirements for graduate study. This does not imply formal admission to the MS program. For continued enrollment in graduate study, these students must submit an application for admission to graduate study.

In addition to these general requirements, the applicant must show high promise of success in graduate study.

DESCRIPTION OF THE PROGRAM 1989-1990 Harding University Catalog

The exact program of study will be dependent on the educational background of the potential graduate school candidate. A student with an undergraduate degree in business with a major in accounting may complete the proposed program by taking 32 semester hours in one year. Students with an undergraduate degree in business but not accounting may complete the graduate degree in 44 semester hours. A non-business major with no hours in business may be required to take a maximum of 81 semester hours. These students could complete the program in 24 months.

DEGREE REQUIREMENTS

Prerequisites:

1. Undergraduate degree
2. Completion of Harding's undergraduate business core or equivalent\*
3. Acct. 301, 302, 306, and Bus. 316.

Requirements:

1. Core

- Acct. 604, Accounting Practice Management
  - Acct. 607, Auditing III or Acct. 610, Tax Research
  - Acct. 608, Cost II
  - Acct. 609 Seminar in Accounting Theory
  - 610 Tax Research
  - Comp 605, Systems Analysis and Design
  - Bus. 606, Financial Management
- 18 Hours

2. Bible:

- (Bus. 535 may be substituted for the graduate Bible requirement if not previously taken.)
- 2

3. Electives:\*\*

- Acct. 501, 502, 503, 505, 507, 510, 511, 607\*\*\*, 610\*\*\*, 650
  - Econ. 510, 511, 520, 545
  - Mgt. 525, 530, 565
  - Bus. 544
  - Mkt. 500, 515
- 12
- 
- 32 Hours

\* Graduate students will be exempted from taking Bus. 315 and Bus. 350.  
 \*\* All graduates must have credit for a minimum of 39 hours in accounting taken at the undergraduate and graduate level. Any students who have not previously taken Acct. 305, 401, and 410 must enroll in these as part of their graduate electives.  
 \*\*\* If not used as core requirement.

GRADUATION REQUIREMENTS

A student who is admitted to the master's degree program must enroll for credit at least once during each calendar year (June through May). Any student who is unable to meet the enrollment requirement may request a leave status for that year. In any case, the graduate program must be completed in five years, including leave time. Any student requiring more

years may be subject to further study to be determined by the graduate committee.

Students must maintain a cumulative grade point of 3.0. Any student whose cumulative grade point dips below 3.0 will be placed on academic probation. To remove probation, the cumulative GPA must be 3.0 or higher at the end of the next semester or the student will be subject to dismissal from the program. If a grade below C is made, the student is subject to dismissal from the program. When a student repeats a course, both the first and the second grade earned in the course will be utilized to calculate the cumulative average for probation or dismissal from the graduate program.

A minimum of 26 hours of graduate study must be completed on the Harding University campus. A maximum of 15 graduate hours or 18 graduate and undergraduate hours may be taken in a given semester.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE  
CORE REQUIREMENTS

All Bachelor of Business Administration degrees require a uniform business core of 41 hours. The purpose of the core requirements is to provide students with an understanding of a generally recognized common body of knowledge in business. The core requirements are:

Courses	Hours	Credit	Courses	Hours	Credit
Acct. 205-206	6		Comp. 201	3	
Bus. 260-261*	6		Econ. 201-202	6	
Bus. 315	3		Mgt. 368	3	
Bus. 343	3		Mgt. 430	3	
Bus. 350	3		Mkt. 330	3	
Bus. 435	2				

\* Math 210 is a prerequisite for Bus. 260 and serves as the general education requirement for all BBA business majors.

**ACCOUNTING:** Major: 70 hours, including Core; Bus. 316; Acct. 301, 302, 305, 306, 401, 410, and 9 additional hours in accounting. A minor is not required.

Minor: 18 hours in accounting. The following additional courses are recommended: Bus. 315, 316; Econ. 201-202; Mgt. 368.

**COMPUTER INFORMATION SYSTEM:** Major: 67 hours including: all of the Business Core except Comp 201; Comp 215, 220, 265, 268, 301, 305, 320, 435, 439, and 441. Comp 310, 311 and Acct. 301, 302 are all strongly recommended as electives. A minor is not required.

Minor: Comp. 215, 220, 265, 268, 301 and 305.

**ECONOMICS:** Major: 67 hours including Core; Econ. 310, 311, 340, 420; Mgt. 333; and 12 hours elected in the School of Business. A minor is not required.

Minor: Acct. 205; Econ. 201-202, 310, or 311, 340 or 420, and 3 hours of electives in the School of Business.



**MANAGEMENT:** Major: 67 hours including Core; Acct. 332 or 333, 354, 425, and 12 hours elected in the School of Business. A minor is not required.

Minor for non-business majors: Acct. 205; Econ. 202, 320; and 9 hours of electives in the School of Business, 3 hours of which must be upper-level. Bus. 350 and Mgt. 368 are highly recommended.

**MARKETING:** Major: 67 hours, including Core; Mkt. 331, Pr.S. 336 or Mkt. 398, 337, 400, 415; and 12 hours elected in the School of Business. A minor is not required.

Minor for non-business majors: Acct. 205, Econ. 202, Mgt. 368, Mkt. 330 and 6 hours elective from Mkt. 331, Pr.S. 336, Mkt. 337, or Mkt. 415.

**PROFESSIONAL SALES:** Major 74 hours, including core; 30 selected hours in Professional Sales and 3 hours elected in the School of Business.

Minor for non-business majors: Acct. 205; CIS 214; Mkt. 331; Pr.S. 336, 371, 227.

### BACHELOR OF ARTS DEGREE

**BUSINESS EDUCATION CERTIFICATION:** 73 hours from School of Business and School of Education — Acct. 205, 206; Bus 107, 117, 219, 253, 315, 350, 435; Comp 101, 201, 202; Econ 201, 202, 320; Mgt 368; Mkt 330; EdFd 203, 306, 307, 308, 320; SeEd 417, 418, 421, 451, 480.

**BUSINESS EDUCATION CERTIFICATION WITH SECRETARIAL ENDORSEMENT:** Add Bus 102 and 251 to the course requirements for Business Education Certification.

**BUSINESS EDUCATION CERTIFICATION WITH COMPUTER TECHNOLOGY ENDORSEMENT:** Add 6 hours of computing electives to the course requirements for Business Education Certification.

(Additional course requirements for teacher certification are outlined in the School of Education section.)

**HUMAN RESOURCES:** An interdisciplinary program in the School of Business and the Department of Psychology, Social Work, and Sociology, a new major in human resources designed to provide graduates with the essential skills to enter the rapidly expanding field of human resource management. For curriculum requirements refer to page 125 in this catalog.

**OFFICE SYSTEMS:** Major: 55 hours including Acct. 205, 206; Bus. 107, 117, 217, 219, 251, 253, 315, 350, 435; Comp 101; Econ. 201, 202, 320; Mgt. 368; Mkt. 330; and 9 hours elected from the School of Business. A minor is not required.

Minor in Office Systems: 18 hours, including Bus. 106, 107, 117, 219, and 9 hours electives in the School of Business, 6 of which must be upper-level.

### ASSOCIATE OF ARTS DEGREE

**APPLIED OFFICE SCIENCE:** 64 hours, including 8 hours of Bible (101, 112, and 4 hours elected from 211, 213, and 234); 28 hours of General

Education (Biol. 111; 6 hours from Eng. 102-103-104; Hist. 101; Math 101 or higher; P.E. 101; Psy. 131; Com O 101 and 5 hours electives); and 28 hours from the School of Business; including Bus. 106, 107, 117, 217, 219, 251; Comp 101; Econ. 201; Acct. 205; and 6 hours elected from the School of Business. In addition, a 2.00 grade point overall and a 2.00 grade point in the major in all work completed at Harding and 32 hours in residence at Harding, including 24 of the last 32 hours, are required.

### ACCOUNTING

**205-206. FUNDAMENTALS OF ACCOUNTING I and II.** (3, 3) Fall, Spring, Summer.

Introduction to elementary accounting theory, practice, and analysis; conceptual development of the full accounting cycle; discussion of accounting for sole proprietorships, partnerships, and corporations; introduction to managerial applications of accounting. A grade of "C" or better in 205 is required for enrollment in 206.

**301. INTERMEDIATE ACCOUNTING I.** (3) Fall, Summer.

In-depth study of accounting theory, practice, and procedures; emphasis on application of theoretical concepts to problem analysis and accounting practice, including preparation and interpretation of financial reports of sole proprietorships, partnerships, and corporations; exposure to alternative accounting treatments. Prerequisite: 206 with a grade of "C" or better.

**302. INTERMEDIATE ACCOUNTING II.** (3) Spring, Summer.

In-depth study of accounting theory, practice, and procedures; emphasis on application of theoretical concepts to problem analysis and accounting practice, including preparation and interpretation of financial reports of sole proprietorships, partnerships, and corporations; exposure to alternative accounting treatments. Prerequisite: 206 with a grade of "C" or better. A grade of "C" or better in 301 is required for 302.

**305/505. COST ACCOUNTING I.** (3) Fall, Spring.

Elements of production under the job cost, process cost, and standard cost systems; inventorying materials; payrolls and taxes; budgets; wage plans and other related topics. Prerequisite: 206.

**306/506. FEDERAL TAXATION I.** (3) Fall, Summer.

Broad coverage of federal tax structure and tax law relating to individuals. Includes preparation of tax returns and tax planning under current tax law. Prerequisite: 206; 306/506 required for 307/507.

**307/507. FEDERAL TAXATION II.** (3) Spring, Summer.

Broad coverage of federal tax structure including tax law relating to partnerships, corporations, estates, trusts; includes preparation of tax returns and tax planning under current tax law. Prerequisite: 206; 306/506.

**401/501. ADVANCED ACCOUNTING.** (3) Fall.

Analysis of complex accounting topics, such as partnership formation, operation and liquidation; accounting for governmental units and various nonprofit organizations.

**402/502. ADVANCED ACCOUNTING.** (3) Spring.

Detailed coverage of corporate consolidations. Additional coverage of other complex accounting issues including tax accounting, foreign operations and transactions.

**403/503. CPA REVIEW.** (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.

**410/510. AUDITING I.** (3) Fall.

Discussion of the history of auditing, audit theory legal responsibilities and professional ethics. Study, evaluation and testing of internal controls using the business cycle approach and statistical sampling. Prerequisite: Acct. 302.

**411/511. AUDITING II.** (3) Spring.

Application of audit theory and study of audit workpapers through completion of an audit practice case. Certain assignments will be performed on micro-computers. Also will include a study of audit reports and auditing in a computer environment. Prerequisite: Acct. 410/510.

**604. ACCOUNTING PRACTICE MANAGEMENT.** (3) Summer.

A discussion of the elements involved in the management of an accounting practice, including the recruitment and training of staff, billing, advertising, peer review, CPE, ethical issues, etc. Prerequisite: 302.

**607. AUDITING III. (3) Spring.**

Application of auditing principles to various industries (banks, hospitals, construction companies, etc.) through the study of audit guides and discussions with applicable industry accountants. Also will include study of current events affecting the accounting profession and application of professional ethics to case studies. Prerequisite: Acct. 410.

**608. COST ACCOUNTING II. Fall.**

An advanced course in internal accounting with emphasis on accounting implications for management decision making. Various methods of budgeting, transfer pricing, and costing techniques will be stressed. Prerequisite: 302/502, 305/505.

**609. SEMINAR IN ACCOUNTING THEORY. (3) Spring.**

Brief survey of history of accounting and development of fundamental principles followed by intensive study in evaluation of accounting concepts and their application to assets, determination of income and measurements, classification and reporting of equities. Emphasis placed on events in accounting profession's past in relationship to accounting profession of present and future. The current thinking of the American Institute of Certified Public Accountants, the American Accounting Association, the Securities and Exchange Commission, the Financial Accounting Standards Board will be reviewed. Prerequisite: 401/501.

**610. TAX RESEARCH. (3) Fall.**

A seminar designed to develop practical research and communication skills in the field of federal income taxation. Skills will be developed which will enable students to find answers to current tax issues and problems. Emphasis will be put on communicating conclusions through the use of methods similar to public accounting firms. A study of the authority of tax law will also be discussed. Prerequisites: 306/506, 307/507.

**650. INDEPENDENT STUDY. (1-3) On Demand.**

Individual study for qualified graduate students.

**AMERICAN STUDIES**

**301. AMERICAN STUDIES. (1-3)**

This is an independent study in American Studies. This course is designed for academic preparation associated with the honor students that are enrolled in the American Studies Institute and special activities associated with the American Studies Institute such as the American Studies Trip. Typically, it will involve research into business/industry and government prior to actual on site visits for information gathering. Following the on site visits, a written summation and evaluation of the visit as to the learning that has taken place would be required. Prerequisite for enrolling is admission to the specific honors event associated with this course.

**BUSINESS**

**101. SHORTHAND I. (3) Fall.**

Principles of Speedwriting Shorthand. Presentation of principles with emphasis on reading and writing skills. Introduction to transcription. Prerequisite or co-requisite: Bus. 105 or equivalent.

**102. SHORTHAND II. (3) Spring.**

A review of principles. Emphasis on speed, accuracy, fluency, and vocabulary development. Intensive transcription practice. Prerequisite: A grade of "C" or better in Bus. 101 or equivalent ability.

**105. INTRODUCTORY KEYBOARDING. (3) Fall.**

Introduction to typewriter and 10-key keyboards. Includes basic operating techniques with emphasis on building operating efficiency and accuracy.

**106. INTERMEDIATE TYPEWRITING. (2) Fall.**

Emphasis on developing speed and accuracy. Practice in office-related problem typewriter and timed production work. Meets three times a week. Prerequisite: Bus. 105 or equivalent.

**107. ADVANCED TYPEWRITING. (2) Spring.**

Development of occupational competency in typewriting with emphasis on office standards of quality, speed, and accuracy. Meets three times a week. Prerequisite: Bus. 106 or equivalent.

**117. BUSINESS MACHINES. (2) Fall, Spring.**

Instruction and practice in the use of modern calculating machines; extensive practice and application of business problems on electronic display and printing calculators.

**217. MACHINE TRANSCRIPTION/RECORDS MANAGEMENT. (2) Spring.**

Training in machine transcription and records management in the office, including filing systems and procedures.

**218. INTRODUCTION TO WORD PROCESSING. (3) Fall, Summer.**

Development and application of word processing skills using automated word processing equipment. Includes an overview of the most common word processing applications. Prerequisite: Bus. 106 or permission of instructor.

**232. INTERNATIONAL BUSINESS. (3)**

An introductory study to International Business to include the examination of international trade, foreign investments, international organizations, and monetary systems. Also, a 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 multinational corporation in today's world.

**250. INDEPENDENT STUDY. (1-3) Offered on demand.**

**251. SECRETARIAL PROCEDURES. (3) Fall.**

An intensive study of the duties required of secretaries, with special emphasis on appearance, attitudes and personality traits, as well as the technical requirements. Prerequisites: 105, and 217 or equivalent skills.

**253. WORD PROCESSING SYSTEMS. (3) Spring.**

The study of office information systems and concepts of word processing. Emphasis on learning terminology and developing knowledge and understanding of current office technology and practices for the purpose of improving office productivity. Prerequisite: Bus. 219 or equivalent.

**260. QUANTITATIVE METHODS I. (3) Fall, Spring, Summer.**

QMI consists of a mathematical review of the principles used in the quantitative aspects of business and economics, a development of the basic techniques of statistics, which include problems of sampling, frequency distribution, probability, and hypothesis testing. Prerequisite: Math 210.

**261. QUANTITATIVE METHODS II. (3) Fall, Spring, Summer.**

QMII continues the study of statistic topics, chi square, analysis of variance, correlation, linear regression, multiple regression, statistical computer applications and the use of SPSS statistical package. Prerequisite: Bus. 260.

**315, 316/516. BUSINESS LAW. (3, 3) Fall, Spring.**

History of legal development; organization of courts and administrative agencies; legal principles involved in the law of agency; bailments, bankruptcy, carriers, contracts, corporations, creditors' rights, mortgages and liens, insurance, negotiable instruments, partnerships, real property, sales, suretyship, torts and trusts.

**343. MANAGERIAL FINANCE. (3) Fall, Spring, Summer.**

Forms of business organization including the promotion, organization, capitalization, expansion, reorganization and fiscal operations; management and financing of modern corporate forms of business enterprise. Prerequisites: Acct. 206 and Econ. 201-202.

**344/544. INVESTMENTS. (3) Fall.**

Principles of investments — basic theory, concepts, and principles of investment decisions. Emphasis on portfolio construction and management; investment media; fundamental and technical analysis; tools of investment analysis and the psychological aspects of the market. Prerequisite: 343.

**350. BUSINESS COMMUNICATIONS. (3) Fall, Spring, Summer.**

The composition of effective business letters and reports. Emphasis on characteristics of good business writing and development of basic letter plans applicable to principal business functions. Preparation of personal resume and application letter. Fundamentals of oral communication in business. Prerequisite: English 103.

**435/535. CHRISTIAN BUSINESS ETHICS. (2 or 3) Fall, Spring.**

A study of the ethical teachings of the Bible as applied to the field of business; including a study of Biblical passages related to business conduct, corporate ethics, individual ethics, and mutual responsibilities of employers and employees. This course is open only to junior and senior business majors, is required for graduation, and is an approved substitute for Bible the semester it is taken.

**450. INDEPENDENT RESEARCH. (1-3) Offered on demand.**

For majors with high scholastic ability and clearly defined professional goals. Emphasis placed on research techniques and procedures assignments. Prerequisite: Consent of the major advisor and Dean.

**606. FINANCIAL MANAGEMENT. (3) Fall.**

A study of the financial framework within which business operates and of the principles governing the operation of financial markets. Financial planning and decision making will be discussed with a special emphasis on controllership responsibilities. Selected case materials and directed readings will be utilized. Prerequisite: 343.

Brief historical review of business education; current philosophies and attitudes affecting business education; 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) Offered when required.

#### COMPUTER INFORMATION SYSTEMS

101. COMPUTER APPLICATIONS. (2) Fall, Spring.

Computer literacy concepts including current applications, history of computer development, hardware overview, software overview, trends, and social issues relative to computing will be covered in a one-hour lecture each week. Each student will attend a two-hour lab each week which will introduce microcomputer applications which may include the following: operating system commands, icon-based interfaces, word processing, desktop publishing, spreadsheets, graphics, drawing, and database management. Specialized lab sections will be conducted for those in business, sciences, education, and humanities. Credit in this course will not apply toward a CS or CIS major or minor.

201. COMPUTER APPLICATIONS II. (2) Fall, Spring.

Advanced usage of microcomputer application packages with emphasis on business applications. Packages studied include spreadsheets, database management, desktop publishing, and graphics. One hour lecture and two hours lab each week. Credit in this course will not apply toward a CS or CIS major or minor. Prerequisite: 101 or demonstrated competency.

202. INTRODUCTION TO PROGRAMMING USING PASCAL. (2) Fall, Spring

An introductory course in the Pascal programming language for those with little or no experience in Pascal or any programming language. Students will learn algorithmic solutions to basic programming problems and then write these solutions in Pascal. Credit in this course will not apply toward a CS or CIS major or minor.

203. INTRODUCTION TO SCIENTIFIC PROGRAMMING USING FORTRAN. (2) Fall.

Programming technique, data representation, and problem solving methods will be taught using FORTRAN 77. Emphasis will be placed on developing algorithms for scientific applications. Credit in this course will not count toward a CS or CIS major or minor.

215. STRUCTURED PROGRAMMING. (3) Fall, Spring.

Students are taught how to design and write modular program solutions using the Pascal programming language. Advanced programming concepts such as multi-dimensional array, records, pointers and sequential files will also be introduced to the students. Corequisite: 101. Prerequisite: 202 or consent of instructor.

220. BUSINESS APPLICATIONS PROGRAMMING USING COBOL. (3) Fall.

Fundamental concepts of program design using the COBOL language. Topics include structured programming, documentation, testing, and processing of sequential files. Prerequisite: 215.

265. DATA STRUCTURES. (3) Fall.

A study of major structures used for sorting data on a computer system. Topics include: strings, stacks, queues, recursion, linked lists, trees and graphs. Students will also learn and perform analysis on major searching and sorting algorithms. Prerequisite: 215.

268. COMPUTER ORGANIZATION WITH ASSEMBLER PROGRAMMING. (3) Spring.

A study of machine and assembly language programming with emphasis on computer architecture, data representation, addressing techniques, instruction formats, and logic design. Prerequisite: 215.

301. SYSTEMS ANALYSIS AND DESIGN. (3) Fall.

A study of the tools and techniques used in the analysis and design phases of the systems development lifecycle. Topics include: project management, data flow diagrams, structure charts, pseudo-code, test case design, module coupling and cohesion, documentation techniques, CASE systems, user interfaces, implementation issues, and interpersonal communication skills useful in systems development. An analysis and design group project will be carried out making use of these tools. Prerequisite: 220.

305. DECISION SUPPORT SYSTEMS. (3) Fall.

Emphasis will be on 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: 220.

310. OPERATING SYSTEMS CONCEPTS. (3) Fall.

A study of the historical development and current functions of operating systems. Hardware and software requirements for operating systems which support uniprocessing, multiprogramming, and multiprocessing will be discussed. Topics include: process management, memory management, disk scheduling, performance evaluation, security, and case studies. Prerequisites: 265 and 268.

311. DATA COMMUNICATIONS AND NETWORKING. (3) Fall.

A study of data communications and networks. Topics include: network topology, local area networks, wide area networks, layered protocols, and network management. An examination of currently available network hardware and software will be made. Prerequisites: 265 and 268.

312. C PROGRAMMING AND THE UNIX ENVIRONMENT. (3) Spring.

Elements of the C programming language will be utilized to implement the concepts needed for systems programming, including an introduction to the UNIX operating system and related utilities. Prerequisite: 265.

320. ADVANCED BUSINESS APPLICATION PROGRAMMING USING COBOL. (3) Spring.

Students will develop interactive applications using relative record and indexed files. Topics include: list and tree structures for files, internal and external searching and sorting techniques, job control environment, and on-line techniques. Prerequisites: 220 and 265.

328. NUMERICAL METHODS. (3) Fall.

A study of computer solutions to mathematical problems. Topics include systems of linear equations, polynomial interpolation, fixed point algorithms, numerical integration, and numerical solutions to differential equations. All programming assignments will be done using FORTRAN 77. Prerequisites: Math 251, Math 313, and either 203 or 265.

330. ARTIFICIAL INTELLIGENCE. (3) Spring. Alternate years; offered 1989-90.

Survey of concepts and techniques used in the development of intelligent systems. Topics include: 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: 265.

335. FILE STRUCTURES AND ACCESS METHODS. (3) Spring.

A study of data structures used for the storage of files and the methods of access. Topics include sequential files, direct access files, indexed sequential files, hashing, data compaction, data encryption, tree-structured indices, file-processing subroutine libraries, and file support for data base systems. Prerequisite: 265.

355. COMPUTER GRAPHICS. (3) Spring. Alternate years; offered 1989-90.

Mathematical and programming techniques control to computer graphics will be presented. Topics will include scaling, transformations, translations, rotations, reflections, projections, windowing, rendering, generated surfaces and hidden surface removal. Prerequisites: 265 and Math 313.

365. ALGORITHM ANALYSIS AND DESIGN. (3) Spring. Alternate years; offered 1990-91.

A study of classifications of algorithms, their complexity and computing requirements. Topics include efficiency, greedy algorithms, divide and conquer algorithms, dynamic programming, graph algorithms, probabilistic algorithms, and computability theory. Prerequisites: 265 and Math 251.

410. SYSTEMS SOFTWARE. (3) Spring. Alternate years; offered 1990-91.

Design and implementation of operating system routines and/or system utilities, editors, or compilers using the C programming language. Prerequisites: 310 and 312.

435. DATABASE CONCEPTS AND APPLICATIONS. (3) Fall.

A study of the fundamental concepts of database systems including applications, requirements, structure, administrator functions, utilities, programming interfaces, data security, data integrity, hierarchical models, network models, relational models, normalization of relations, comparisons of available systems, and future directions. Individual and group projects will be completed using an available database system. Prerequisites: 301 and either 320 or 335.

439. COMPUTING SEMINAR. (1) Fall, Spring.

Attendance is required of all junior and senior computing majors for this weekly seminar. Credit may be taken only once. Enrolled students will be required to research and present a paper on a topic approved by the instructor. This seminar will also include presentations by faculty and invited speakers relative to ethics and current issues in computing. Prerequisite: students must be classified as seniors to enroll.

440. CS SOFTWARE DEVELOPMENT PROJECT. (4) Spring.

This is a capstone course for Computer Science majors. Students will develop a computer application in a simulated on-the-job environment. The computer application will be developed through the analysis, design, programming and testing phases of the software life cycle. Prerequisite: Completed or presently enrolled in all other courses required by the major.

**441. CIS SOFTWARE DEVELOPMENT PROJECT.** (4) Spring.

This is a capstone course for Computer Information Systems majors. Students will develop a computer application in a simulated on-the-job environment. The computer application will be developed through the analysis, design, programming and testing phases of the software life cycle. Prerequisite: Completed or presently enrolled in all other courses required by the major.

**450. INDEPENDENT STUDY.** (1-3) Offered on demand.

**605. ACCOUNTING INFORMATION SYSTEMS.** (3) Summer.

A survey of traditional approaches to processing accounting information including the system development life cycle. Progressive approaches to financial decision making will be practiced using spreadsheets and other microcomputer-based software. Prerequisite: CIS 214.

**ECONOMICS**

**201. PRINCIPLES OF MACROECONOMICS.** (3) Fall, Spring, Summer.

The overall-workings of the economy and its major subdivisions, the free enterprise system, monetary and fiscal policy.

**202. PRINCIPLES OF MICROECONOMICS.** (3) Fall, Spring, Summer.

Individual consumers; business; monopoly and agricultural pricing; pricing in product and resource markets. Prerequisite: 201 or consent of instructor.

**285. FREE ENTERPRISE FOR DEVELOPING COUNTRIES.** (3) Fall, Summer.

A study of theory, history, and policy of economic growth and development. Emphasis will be on the use of free enterprise in underdeveloped countries and developing countries. Topics include international trade, agricultural and industrial development, the role of government, migration, urbanization, unemployment, and job creation. (Designed for Walton Scholars).

**310/510. INTERMEDIATE MACROECONOMICS.** (3) Fall. Alternate years; offered 1987-88.

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. Stabilization policies are analyzed. Special attention is given to fiscal and monetary policy. Prerequisite: 201-202.

**311/511. INTERMEDIATE MICROECONOMICS.** (3) Spring. Alternate years; offered 1987-88.

The nature of economics systems is studied with reference to efficiency, equity, and growth. Prices and free-enterprise markets are analyzed in terms of efficiency and equity. Consumer choice and production theory are studied in-depth. Prerequisite: 201-202.

**315. ECONOMIC EDUCATION FOR ELEMENTARY TEACHERS.** (3) Fall, Spring.

Basic economic concepts. The importance of economic education as a means of improving decision making in the market place and at the polls. Emphasis will be placed on how economic knowledge can be incorporated into the elementary school curriculum. Required for certification of all elementary teachers.

**320. PERSONAL FINANCE.** (3) Fall.

Managing personal finances; topics include inflation, tax problems, insurance, annuities, credit, home ownership bank accounts, investments, old age and survivors disability insurance and other social security programs.

**340/540. ECONOMIC HISTORY.** (3) Spring. Alternate years; offered 1988-89.

A study of the evolution of economic ideas and events from ancient to modern times with analysis of the American economy from colonial times, including particular emphasis on the period from the industrial revolution to the present. Prerequisite: 201-202.

**420/520. COMPARATIVE ECONOMIC SYSTEMS.** (3) Fall. Alternate years; offered 1988-89.

Application of macro and microeconomics analysis to evaluate traditional, command, market, mixed economies with respect to fulfilling the economic goals of freedom, efficiency, growth, stability, justice, and security. Prerequisite: 201-202.

**445/545. FREE MARKET ECONOMICS.** (3) Summer. 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 achieved between the private and the public sector in economic policy and performance.

**MANAGEMENT**

**331. CHRISTIAN LEADERSHIP.** (3) Offered on sufficient demand.

Intensive study of Biblical principles designed to enrich the leadership skills of present and potential church leaders. Course modules include New Testament concepts of leadership, leadership style, leadership by objectives, motivation, organization and delegation, group dynamics, initiating change, and time management. Primarily for Bible and other non-business majors.

**332. PERSONNEL MANAGEMENT.** (3) Fall, Spring, Summer.

Selection, placement, training, wage administration, performance evaluation; and discharge of employees.

**333. COLLECTIVE BARGAINING.** (3) Fall, Spring.

Legal and social framework for labor-management relations, union and management viewpoints; organizational relationships, the collective bargaining process, contract negotiation and administration.

**354. PRODUCTIONS/OPERATIONS MANAGEMENT.** (3) Fall.

Study of production function in business, systems theory, product and capacity decision systems, and operating decisions systems.

**365/565. SMALL BUSINESS INSTITUTE.** (2 or 3) Spring and on sufficient demand.

A practical training ground for departmental majors, supplementing academic training, to furnish management assistance counseling to members of the small business community. Clients are provided by the U.S. Small Business Administration. Prerequisite: Junior or senior standing and consent of the instructor.

**368. ORGANIZATIONAL BEHAVIOR.** (3) Fall, Spring, Summer.

Techniques and policies needed to handle human relations problems in business, government, and education. Fundamentals of organizational behavior, motivation, leadership, formal and informal organization, social environment, and communication and group processes.

**425/525. ORGANIZATIONAL THEORY AND STRUCTURE.** (3) Fall, Spring.

Study of organizational structures, effectiveness and efficiencies, 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: Senior standing or consent of school dean; Mkt. 330; Bus. 343; Acct. 206; Bus. 261.

**MARKETING**

**330. PRINCIPLES OF MARKETING.** (3) Fall, Spring, Summer.

An introductory survey course covering the principles of 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. Emphasis is placed on developing a managerial point of view in planning and evaluating marketing decisions of the firm.

**331. CONSUMER BEHAVIOR.** (3) Spring.

An analysis of 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 to analyze behavioral patterns of these segments as a basis for marketing strategy. Prerequisite: 330.

**337/537. RETAIL MARKETING.** (3) Spring.

The development of policies, methods, and managerial strategies to accommodate the rapidly-changing retail environment.

**398/598. SALES MANAGEMENT.**

An in-depth review of the administrative functions performed by the sales force director and of his/her role in the organization. Focus is placed in the responsibilities and skills associated with personnel selection, initial training and ongoing development, compensation, supervision, counselling, improving sales performance, scheduling activities of salespersons, evaluation and control of performance, and the relationship between sales and the other parts of the organization.

**400/500. MARKETING RESEARCH.** (3) Spring.

This course provides an understanding of research methodology and the application of current research techniques in solving marketing problems. Focus is upon a research project encompassing all aspects of research from problem definition to report presentation. Prerequisite: Bus. 260.

**415/515. MARKETING MANAGEMENT.** (3) Fall, Spring.

The analysis, planning, implementation, control and evaluation of programs and strategies designed to serve target markets in pursuit of organizational and marketing objectives. Specific

emphasis is given to philosophies, decision making skills, strategic alternatives, analyzing opportunities, planning and budgeting, and organization of the marketing function. Prerequisite: Mktg. 330.

### PROFESSIONAL SALES

**Pr.S. 227. INTERNSHIP I.** (3) Fall, Spring.

Internship exposing student to all areas of the sales arena including: Telemarketing non-profit organizations, media and professional sales. (Student will experience 45 directly supervised hours as well as 6 hours of independent experience.)

**Pr.S. 336. PRINCIPLES OF SALES.** (3) Fall, Spring.

Basics of personal selling is examined with emphasis on understanding the buyer, selling environment, selling techniques and personal selling fundamentals.

**Pr.S. 371/571. SALES PSYCHOLOGY.** (3) Spring.

Psychological theories and principles applied to developing and understanding of relationship strategies by being able to identify behavioral styles of a prospect or customer and thereby effectively adjusting one's behavior to fit the prospects needs. Prerequisites: Psy. 131 and Pr.S. 336.

**Pr.S. 405. INTERNSHIP II.** (6) Summer.

Internship with a professional sales organization to gain on-the-job experience. Organization chosen by student and department head, supervised by faculty member. Credit allowed only after acceptance of student's written report. (Minimum of 320 on-the-job hours required.) Prerequisites: Pr.S. 336, 371.

**Pr.S. 440. SENIOR COLLOQUIUM.** (6) Fall.

Principles of Success which will include a pragmatic application of advanced communications, negotiations and sales simulations in a classroom setting. In addition, the students will be required to participate in a minimum of 42 hours of seminar workshops hosted by successful salespersons from the business community.

## PROGRAMS FOR SCHOOL OF BUSINESS

### Associate of Arts Degree in Applied Office Science

First Year	F.	Sp.	Second Year	F.	Sp.
Bible 112, 101	2	2	From Bible 211, 213, 215, 234	2	2
Bus. 106, 107	2	2	Econ. 201, Hist. 101	3	3
Biol. 111, Math. 101/105	3	3	Bus. 117, Com O 101	2	3
Bus. 217	2		Bus. 251, Comp. 101	3	2
Eng. 103, 104	3	3	Bus. 219 Bus. electives	3	3
Psy. 131	3		Bus. elec., Gen. elect	3	2
P.E. 101		2			
Acct. 205	3			16	15
Gen. Educ. electives	3				
	16	17			

**ACCOUNTING (B.B.A.):** For those majoring in accounting the following program is outlined.

First Year	F.	Sp.	Second Year	F.	Sp.
Acct. 205-206	3	3	Acct. 301-302	3	3
Eng. 103, Biol. 111	3	3	Comp 201, Music 101	2	2
Math 210, Psy. 131	3	3	Bus. 260, 261	3	3
Pol. Sci. 202, 205 or Soc 203	3		Phy. Sci. 102, *Math 210	2	3
P.E. 101, Phy. Sci. 101	2	2	Econ. 201-202	3	3
Bible 101, 112	2	2	From Bible 211, 213, 215, 234	2	2
P.E. Activity	1			17	16
Com O 101		3			
	17	16			

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Third Year	F.	Sp.	Fourth Year	F.	Sp.
Acct. 305, Hist. 111	3	3	Acct. 401, Acct. elective	3	3
Acct. 306, Bus. 350	3	3	Bus. 315, 316	3	3
Bus. 343		3	Mgt. 430 Acct. elective	3	3
Eng. 201, 202	3	3	P.E. activity, elective	1	1
Mkt. 330, Mgt. 368	3	3	Bus. 435, Bible	3	3
Bible	2	2	Acct. 410, Acct. elective	3	3
Art 101	2			16	15
	16	17			

\* Students not adequately prepared to take Math 210 should take Math 105 in the fall. If the student has had only one year of algebra in high school or his mathematical background is otherwise weak, Math 105 must be taken before 210 is attempted.

**BUSINESS EDUCATION CERTIFICATION (B.A.)** Although individual needs of students will differ, the curriculum outline as follows is recommended. Students who choose the Secretarial Endorsement will add Bus 102 and 251; students who choose the Computer Technology Endorsement will add six hours of computing courses.

First Year	F.	Sp.	Second Year	F.	Sp.
Bible 112, 101	2	2	From Bible 211, 213, 215, 234	2	2
Art 101, Comp. 101	2	2	Acct. 205, 206	3	3
Bus. 107		2	Bus. 117		2
Eng. 103, 104	3	3	Econ. 201, 202	3	3
Hist. 101, 111	3	3	Bus. 219, 253	3	3
Biol. 111, Com O 101	3	3	Math 101 or 105	3	
Phy. Sci. 101	2		EdFd. 203		3
P.E. 101, P.E. elective	2	1	Eng. 201	3	
	17	16	Comp. 201		2
				17	18

Third Year	F.	Sp.	Fourth Year	F.	Sp.
Bible elective	2	2	Bus. 435, SeEd. 418	2	2
Pol. Sci. 205	3		Econ. 320, SeEd. 417	3	2
H. Educ. 203, EdFd. 320	3	2	Soc. 203, SeEd. 421	3	3
EdFd. 307, 306	3	3	Bus. 350, SeEd. 451	3	8
Phy. Sci. 102, Music 101	2	2	Bus. 315, SeEd. 480	3	1
Mgt. 368, Mkt. 330	3	3		17	16
Comp 202		2			
Eng. 202		3			
EdFd 308		1			
	16	18			

**COMPUTER INFORMATION SYSTEMS (B.B.A.):** The following program is outlined for computer information systems majors.

First Year	F.	Sp.	Second Year	F.	Sp.
Eng. 102 or 103, Com O 101	3	3	Acct. 205, 206	3	3
Hist. 101, Psy. 131	3	3	Comp. 220, 268	3	3
*Math 210, Comp. 215	3	3	Comp. 265, Econ. 201	3	3
Music 101, Art 101	2	2	Eng. 201, 202	3	3
P.E. 101, Phy. Sci. 101	2	2	P.E. activity	1	1
Bible 101, 112	2	2	Phy. Sci. 102	2	
	15	15	From Bible 211, 213, 215, 234	2	2
				17	15

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Bus. 315, Mkt. 330	3	3	3	3	3	3	3
Bus. 343, Mgt. 368	3	3	3	3	3	3	3
Econ. 201, Comp. 301	3	3	3	3	3	3	3
Comp. 305, 320	3	3	3	3	3	3	3
Hist. 111, Pol. Sci. 202, 205, or Soc. 203	3	3	3	3	3	3	3
Bible	2	2	2	2	2	2	2
	17	17	17	17	16	17	16

\* Students not adequately prepared to take Math 210 should take Math 105 and plan to take Math 210 the following summer session. A grade of "B" in Math 105 is prerequisite to 210.

\*\* 9 hours of electives from the School of Business or any Computer Science course except 211, 315, 316.

**ECONOMICS (B.B.A.):** The following program is outlined for economics majors.

First Year		F.	Sp.	Second Year		F.	Sp.
Eng. 103 Com O 101	3	3	3	3	3	3	3
Hist. 101, Psy. 131	3	3	3	3	3	3	3
*Math 210, Biol. 111	3	3	3	3	3	3	3
Music 101, Art 101	2	2	2	2	2	2	2
P.E. 101, Phy. Sci. 101	2	2	2	2	2	1	1
Bible 101, 112	2	2	2	2	2	3	2
	15	15	15	15	14	16	14

\* Students not adequately prepared to take Math 210 should take Math 105 and plan to take Math 210 the following summer session. A grade of "B" in 105 is prerequisite to 210.

\*\* 9 hours of elective from Acct. 301, 305; Mgt. 354; Mkt. 335, 336; or any Comp. course numbered 215 or higher: 3 hours must be from Comp. courses.

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Bus. 260, 261	3	3	3	3	3	3	3
Bus. 315, *Econ. 340	3	3	3	3	3	3	1
Econ. 310, *Econ. 311 or 420	3	3	3	3	3	3	3
Mgt. 368, Mkt. 330	3	3	3	3	3	3	3
Pol. Sci. 202 or 205	3	3	3	3	3	6	4
**Electives	3	3	3	3	3	2	2
Bible	2	2	2	2	2	17	16
	17	17	17	17	16	17	16

\* Alternate-year courses.

\*\* 6 hours must be elected from the School of Business.

**MANAGEMENT (B.B.A.):** The following program is outlined for management majors. The first and second years are the same as for economic majors.

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Acct. 306	3	3	3	3	3	3	3
Bus. 315, 316	3	3	3	3	3	3	3
Mgt. 332 or 333	3	3	3	3	3	3	3
Mgt. 368, Mkt. 330	3	3	3	3	3	1	1
Pol. Sci. 202 or 205	3	3	3	3	3	7	6
*Electives	3	3	3	3	3	2	2
Bible	2	2	2	2	2	16	17
Bus. 260, 261	3	3	3	3	3	17	17
	17	17	17	17	17	17	17

\* 12 hours of electives must be in the School of Business.

1989-1990 Harding University Catalog **MARKETING (B.B.A.):** The following program is outlined for marketing majors. The first and second years are the same as for economics majors.

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Bus. 260, 261	3	3	3	3	3	3	3
Bus. 315	3	3	3	3	3	3	3
Mgt. 368, Mkt. 330	3	3	3	3	3	3	3
Pr.S. 336 or Mkt. 398, 337	3	3	3	3	3	3	3
Pol. Sci. 202 or 205	3	3	3	3	3	6	4
*Electives	3	3	3	3	3	2	2
Bible	2	2	2	2	2	17	16
	17	17	17	17	17	17	16

\* 12 hours of electives must be in the School of Business.

**OFFICE SYSTEMS (B.A.):** The following program is outlined for office systems majors.

First Year		F.	Sp.	Second Year		F.	Sp.
Bible 112, 101	2	2	2	2	2	2	2
Art 101, Mus. 101	2	2	2	2	2	3	3
Bus. 117, 107	2	2	2	2	2	3	3
Eng. 103	3	3	3	3	3	3	3
Hist. 101, 111	3	3	3	3	3	2	2
P.E. 101, P.E. activity	2	1	2	2	1	3	3
Bus. 217	2	2	2	2	2	16	16
Math 101 or 105	3	3	3	3	3	17	15
Psy. 131	3	3	3	3	3	17	15
	17	15	15	17	15	17	15

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Bible elective	2	2	2	2	2	2	2
Econ. 320, Mgt. 368	3	3	3	3	3	3	3
Mkt. 330, Bus. elective	3	3	3	3	3	3	3
Bus. 315, Bus. elective	3	3	3	3	3	3	3
Bus. 251	3	3	3	3	3	3	3
Electives	2	6	6	2	6	3	3
	16	17	17	16	17	3	1
	17	15	15	17	15	17	15

### Professional Sales (B.B.A.)

The following program is outlined for professional sales majors.

First Year		F.	Sp.	Second Year		F.	Sp.
Hist. 101, Psy. 131	3	3	3	3	3	3	3
Bible 101, 112	2	2	2	2	2	2	2
Eng. 103 & Com O 101	3	3	3	3	3	3	3
Biol. 111, Math 210	3	3	3	3	3	3	3
Music 101, Art 101	2	2	2	2	2	2	3
PE 101, Phy. Sci. 101	2	2	2	2	2	1	1
	15	15	15	15	15	3	3
	17	17	17	17	17	17	17

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Bus. 260, 261	3	3	3	3	3	3	3
Bus. 315, 343	3	3	3	3	3	2	6
Mgt. 368, Mkt. 330	3	3	3	3	3	3	1
Pr.S. 227, 371	3	3	3	3	3	3	3
Pr.S. 336	3	3	3	3	3	3	3
	16	17	17	16	17	16	17

Bible .....	2	2	Elective .....	1989-1990	Harding University	Catalog
Pr.S. 405 .....		6	Bible .....			
	17	14		14	15	

### Accounting (M.S.)

#### Accounting Undergraduate:

Summer		Semester Hours	
Acct. 604 .....		3	
Comp. 605 .....		3	
		6	

Fall		Semester Hours	
Acct. 608 .....		3	
Bus. 606 .....		3	
Bible .....		2	
Electives .....		6	
		14	

Spring		Semester Hours	
Acct. 607 .....		3	
Acct. 609 .....		3	
Electives .....		6	
		12	

TOTAL			*32
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\* This schedule includes a minimum of 42 hours of accounting. Most will have 45.

#### Non-Accounting Business Undergraduate: (Student can complete this in 12 months.)

Summer		Semester Hours	
Acct. 301 .....		3	
Acct. 302 .....		3	
Acct. 506 .....		3	
Acct. 305, 505 .....		3	
		12	

Fall		Semester Hours	
Acct. 501 .....		3	
Acct. 608 .....		3	
Bus. 606 .....		3	
Acct. 410/510 .....		2	
		11	

Spring		Semester Hours	
Acct. 609 .....		3	
Acct. 607 .....		3	
Bible .....		2	
Grad. Acct. Electives, (502, 503, 507, 650) .....		3	
Bus. 316 .....		3	
		14	

Summer		Semester Hours	
Acct. 604 .....		3	
Comp. 605 .....		3	
		6	

TOTAL			*44
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\* This schedule includes 39 hours of accounting. It should be noted that this is the maximum number of hours that a student would need to take. Hours may be less due to specific courses the individual student has already completed.

#### Non-Business Major: (Student can complete this in 22 months.)

Fall		Semester Hours	
Acct. 205 .....		3	
Econ. 201 .....		3	
Bus. 315 .....		3	
Comp. 201 .....		2	
Math 210 .....		3	
		14	

Spring		Semester Hours	
Acct. 206 .....		3	
Econ. 202 .....		3	
Bus. 535 .....		2	
Bus. 260 .....		3	
Mgt. 368 .....		3	
Bus. 316 .....		3	
		17	

Summer		Semester Hours	
Acct. 301 .....		3	
Acct. 302 .....		3	
Acct. 505 .....		3	
Bus. 343 .....		3	
		12	

Fall		Semester Hours	
Acct. 501 .....		3	
Acct. 510 .....		3	
Acct. 505 .....		3	
Acct. 604 .....		3	
Bus. 606 .....		3	
		15	

Spring		Semester Hours	
Grad. Acct. Electives, (502, 503, 507, 650) .....		3	
Acct. 607 .....		3	
Acct. 609 .....		3	
Mgt. 530 .....		3	
Bus. 261 .....		3	
		15	

Summer		Semester Hours	
Acct. 604 .....		3	
Comp. 605 .....		3	
		6	

TOTAL			82
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This includes 39 hours of accounting. It should be noted that this is the maximum number of hours that a student would need to take. Hours may be less due to the specific undergraduate major.



## SCHOOL OF EDUCATION

DEAN: Bobby L. Coker, Ed.D.

ASSOCIATE DEAN: Wyatt Jones, Ed.D.

### PROFESSORS:

Bobby L. Coker, Ed.D.  
Jerome M. Barnes, Ed.D.  
H. Wade Bedwell, Ph.D., NCSP, DABCP  
Wyatt Jones, Ed.D.  
Betty Work Watson, M.A.

### ASSOCIATE PROFESSORS:

Lois L. Brown, M.A.  
Maribeth Downing, Ph.D.  
Richard Duke, Ph.D.  
Director of Teacher Education  
Jim Nichols, Ed.D.  
Director of Field Experiences  
Jeanine Peck, M.A.  
Richard Peck, M.A.

### ASSISTANT PROFESSOR:

Lewis Finley, Ed.D.

### INSTRUCTOR:

Jan Morgan, M.S.

### Assisting from other departments:

George Edward Baggett, D.M.E.  
Karyl V. Bailey, Ph.D.  
Rodger Lee Brewer, Ph.D.  
Sharen Deacon Crockett, M.S.  
Faye Doran, Ed.D.  
Loleta Higginbotham, M.A.T.  
Fred R. Jewell, Ed.D.  
John Keller, Ph.D.  
Robert J. Kelly, Ed.D.  
Bill W. Oldham, Ed.D.  
Evan Ulrey, Ph.D.  
George W. Woodruff, Ed.D.  
Winfred O. Wright, Dr. de l'Universite

Other qualified representatives from various departments may assist in the supervision of student teaching as the need arises.

### OVERVIEW OF THE TEACHER EDUCATION PROGRAM

The School of Education has the primary responsibility for the preparation of students for successful careers in the teaching profession. To this end undergraduate programs have been developed that lead to the Bachelor of Arts, Bachelor of Science, or Bachelor of Music Education degree, depending upon the major. Graduate programs leading to the degree of Master of Education or Master of Science in Education have also been developed.

Undergraduate teacher education program is accredited by the National Council for Accreditation of Teacher Education.

A rather complete curriculum of advanced work in the various subject-matter fields and professional areas is available. Students with suitable personal qualities holding the bachelor's degree are eligible for admission to graduate study. Admission, however, is provisional for those who do not hold a six-year teacher's certificate or its equivalent based on a degree. Graduating seniors within nine semester hours of graduation are eligible for admission to graduate work provided they observe the regulations concerning admission to the graduate program.

The undergraduate program is structured to meet the needs of two groups of clients; namely, students who need pre-service preparation for teaching and experienced teachers who need additional preparation for self-improvement. Course work for the former group will be scheduled in the fall semester and largely repeated in the spring semester. Course work for in-service teachers will appear on evening schedules during the regular school year and on summer session schedules.

### AIMS OF THE TEACHER EDUCATION PROGRAM

The aims of the School of Education at Harding University are:

1. To assist students to gain an understanding of human behavior.
2. To contribute to the objectives of the general education of the individual student.
3. To develop in students a proper understanding and appreciation of the contribution of the schools to our civilization and life.
4. To identify and encourage students with professional promise to enter the teaching profession.
5. To develop in such students the competencies and qualities essential in successful teachers.
6. To provide adequate preparation in both professional and subject-matter courses which the teachers need to meet fully the responsibilities of their profession.
7. To develop in students the professional attitudes which enable them to give the finest quality of service and leadership in their profession and in the community.
8. To prepare students for advanced training in education and related fields.

### SCOPE AND LIMITATIONS OF THE PROGRAM

One of the major functions of Harding is the preparation of elementary and secondary school teachers. This function is served at both the undergraduate and graduate levels. On the undergraduate level elementary teachers are prepared to teach in kindergarten, in grades one through six, and in special education, and secondary teachers are prepared to teach in the fields of art, biology, business, chemistry, driver's education, English, French, general science, health education, home economics, journalism, mathematics, music, physical education, physics, social science, Spanish and speech. Students may also be certified to teach in the middle school and in speech therapy.



## BASIC BELIEFS OF THE PROGRAM

The education of teachers embraces three areas: general education, professional education, and subject field education.

The basic beliefs can be summarized as follows:

1. The minimum amount of training required must be a bachelor's degree.
2. Prospective teachers should develop a real commitment to their chosen profession and to the program of work required in preparing for it.
3. The teacher should be an educated person in both the liberal arts and in the fields of specialization.
4. The teacher should be a professionally educated person.
5. The teacher should enter his professional career as a qualified competent practitioner and as a responsible member of the community.

The following assumptions are made:

1. The minimum amount of training required must be a bachelor's degree.
2. Graduates of the teacher education program must be prepared to teach in schools of Arkansas and other states of the United States. Elementary teachers must receive training in broad subject areas and specialized content areas as well as in professional courses. Secondary teachers must be trained as specialists in their teaching fields.
3. Graduates from the institution will participate in the total school program and will assume leadership in their school's co-curricular activities and community responsibilities to a degree compatible with their training and ability.
4. Graduates from the institution must be adequately prepared to continue their training at the graduate level in the larger and stronger universities.
5. Selective admission procedures must insure the recruitment of prospective teachers at a steadily increased level of achievement.
6. Teacher preparation requires a balance of general, professional, and subject field education.

## SENIOR EXAMINATIONS

All seniors in the teacher education program must take the NTE Programs Test of professional knowledge and the appropriate Specialty Area Test of the National Teacher Examinations. By action of the Arkansas General Assembly, appropriate NTE scores must be submitted to the Arkansas Department of Education in each area for which certification is sought. The Arkansas Department of Education has set minimum scores that must be achieved on the various sections of the NTE in order for a student to obtain certification in Arkansas. An official transcript of each student's score report must be on file in the Testing Office.

## GRADUATE STUDIES

Those interested in the Master of Education or Master of Science in Education program at Harding University should write: Dr. Wyatt Jones, Associate Dean or Director of Graduate Studies, Harding University, Box 884,

1989-1990 Harding University Catalog Arkansas 72143, for a Graduate Catalog and application for admission forms.

## ORGANIZATION FOR TEACHER EDUCATION

Responsibility for the administration of the School of Education which encompasses both the undergraduate teacher education program and the graduate education program is assigned to the Dean of the School of Education. The Administrative Council for Teacher Education is an institution-wide interdepartmental committee with student representation and is responsible for formulating policies and coordinating all aspects of the teacher education program. The Committee on Admission and Retention to Teacher Education recommends criteria in this area and applies the criteria adopted by the Administrative Council for Teacher Education.

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

All students who wish to prepare for a career in teaching must apply for and be formally admitted to the teacher education program. The faculty believes that those who enter the teaching profession should compare favorably with those entering other professions. The 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; physical fitness; and pre-teaching laboratory experience.

To be admitted to the teacher education program, a student must:

1. Satisfy all requirements for admission into the University.
2. File a formal application for admission into the program with the Director of Teacher Education. Applications are available in American Studies 118. Transfer students who plan to teach should make formal application for admission to the Teacher Education Program if they have completed 45 or more semester hours of work. Admission to the Teacher Education Program is a prerequisite for admission to all required professional education courses except Education Foundations 203, 204, and Special Education 303.

The following deadlines apply to the applications for the Teacher Education Program:

To enroll in Junior level education courses  
(except SpEd 303) in the:  
Fall semester  
Spring semester  
Summer semester

Students must apply no later than:  
August 1  
November 1  
April 1

3. Submit a curriculum plan showing a program of study approved by the student's academic advisor.
4. Obtain an up-to-date transcript from the Registrar's Office to submit with the application for admission to the Teacher Education Program.
5. Have a minimum cumulative grade point average of 2.50 at the time of admission and complete the Pre-Professional Skills Test with scores at or above the following: Reading, 170; Writing, 171; Mathematics, 169.

6. Have demonstrated proficiency in English by the successful completion of 6 hours from Eng. 102-103-104, with at least a minimum grade of "C" in each course. (For students certifying to teach English, Eng. 281 is accepted in lieu of Eng. 104. A student must earn a minimum grade of "C" in Eng. 281 if it is used as a substitute for Eng. 104.)
7. Have demonstrated proficiency in oral communication by completing Com O 101 with a minimum grade of "C."
8. Have demonstrated proficiency in mathematics by completing with a minimum grade of "C" at least 3 hours of mathematics appropriate to the student's major. Mathematics 115 is the course which meets this requirement for elementary and special education majors. Mathematics 100 will not satisfy this requirement.
9. Have satisfactorily completed Education Foundations 203 with a minimum grade of "C."
10. Be free of mental or physical conditions inimical to effective teaching and complete a speech and hearing screening administered by the communication disorder clinic.
11. Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation with University personnel acquainted with the student, and special interviews with the student may be used to make evaluations in these areas.
12. Have favorable recommendation of the chair of the appropriate major academic area or the recommendation of at least two faculty members with whom the student has or has had courses.
13. Not be on academic probation at the time of making application.

The Administrative Council for Teacher Education may impose further standards not catalogued or change standards which are catalogued as the need arises in order to conform to the standards of the National Council for Accreditation of Teacher Education and the regulations of the Arkansas State Department of Education. Such changes become a part of the Teacher Education Program requirements at the time specified by this Committee.

Every possible effort will be made to counsel the students wisely and adequately; but the students have the responsibility of planning their program so that all requirements are met.

Students planning to enroll for the first time in junior level education courses (except SpEd 303) during a fall semester are encouraged to apply for the Teacher Education Program before leaving for the summer vacation.

**ADMISSION TO THE SUPERVISED TEACHING SEMESTER**

Initial admission to the teacher education program does not guarantee retention in it. At least one semester in advance of the semester during which supervised teaching is to be done, request for admission to supervised teaching should be made by filling out the required application forms available in American Studies 118 and filing them with the Director

of Teacher Education. The following deadlines apply: For supervised teaching during a fall semester, applications must be submitted by April 1. For supervised teaching during a spring semester, applications must be submitted by November 1.

No student can be admitted to the supervised teaching semester who has not completed the general education requirements or has not programmed them to the satisfaction of the Committee on Admission to and Retention in Teacher Education.

Applicants for the supervised teaching semester in elementary education must have completed EdFd 203, 306, 307, 320, SpEd 303, EEd 308, 412 and 413, and 15 semester hours selected from Art 211, Biol. 308, Econ. 315, Eng. 350, Geog. 300 or 301, Math 225, Music 116, and P.E. 330, prior to the supervised teaching semester.

Applicants for the supervised teaching semester in secondary education, except for vocational home economics majors, must have completed EdFd 203, 306, 307, 320, 336, SeEd 308 and one course from SeEd 419-431, unless special methods course is scheduled as a part of the supervised teaching semester. They must also have completed, or be able to complete during the supervised teaching semester, the minimum Arkansas certification requirements in the subject-matter area in which supervised teaching is to be done. Students in vocational home economics must have completed EdFd 306, 307, 320, 308, and SeEd 424, Home Ec. 322 or 323.

Applicants for the supervised teaching semester in Special Education/ Mildly Handicapped must have completed EdFd 203, 306, 307, 308, 320, and SpEd 303, 315, 400, 407, 408, 414, and EEd 412, 413; 18 semester hours from Eng. 350, Health Educ. 203, Math 115, 225, P.E. 415, Soc. 203 or Pol. Sci. 202, Com D 250, prior to the supervised teaching semester. SpEd 409 may be completed prior to the supervised teaching semester, or it may be completed during the supervised teaching semester.

All but one of the courses EdFd 203, 306, and 307 **must** be taken in residence at Harding, and it is strongly recommended that all be taken in residence. None of these courses may be taken by correspondence.

To be eligible for admission to the supervised teaching semester, students must:

1. Have been admitted to the Teacher Education Program.
2. File formal application to the supervised teaching semester. This must be filed prior to the semester in which supervised teaching is to be done; before the deadlines stated above.
3. Obtain an up-to-date transcript from the Registrar's Office to file with the application for admission to supervised teaching.
4. Have approval of chair of their academic teaching area.
5. Have approval of the professional advisor.
6. Have on file in the office of the School of Education a curriculum plan showing a program of study which has the approval of both their academic and professional advisors.
7. Have completed satisfactorily all catalogued prerequisites for the supervised teaching semester.

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8. Have completed, or be able to complete during the semester, the minimum Arkansas requirements in approved subject-matter courses for the area in which they are to do supervised teaching. Home economics majors must have a minimum of 32 hours of the home economics requirements completed.
  9. Have a minimum cumulative grade point average of 2.50.
  10. Have a minimum grade point average of 2.50 in their major teaching area for the secondary program. OR: Have a minimum grade point average of 2.50 in the professional and content and specialization courses required for the elementary or special education major.
  11. Not be on academic probation.
  12. Have a minimum grade of "C" in each Education course that is required in the particular Teacher Education Program they are following.

### SUPERVISED TEACHING SEMESTER

During the supervised teaching semester, elementary education majors will be enrolled in EIED 403, 404, 441, and 480. Elementary education majors seeking kindergarten certification in addition to elementary must enroll in EIED 442 instead of EIED 441. Special education (mildly handicapped) majors will be enrolled in EIED 403, 404; SpEd 409, 475, and 480. Secondary education majors, except for vocational home economics majors, will be enrolled in SeEd 417, SpEd 418; 419-431, and 451 or 461. Students majoring in vocational home economics will be enrolled in SeEd 417, 425, 451; SpEd 418. Special methods for secondary teachers, SeEd 419-431, must be taken prior to or concurrent with the supervised teaching semester. Courses required in the supervised teaching semester must be taken in residence at Harding unless approved otherwise by the Dean of the School of Education.

### CURRICULA

Major in Elementary Education: 59 hours, including EdFd 203, 306, 307, 320; EIED 308, 403, 404, 412, 413, 441, 480; SpEd 303. The following content and specialization courses are also included: Art 211; Biol. 308; Econ. 315; Eng. 350, one course from Geog. 212, 300 or 301; Math 225; Music 116; P.E. 330. Elementary education majors must take Math 115, Health Ed. 203, Soc. 203 or Pol. Sci. 202. Students seeking certification as a kindergarten teacher must complete EIED 410, 411, and 442.

Students preparing to teach in secondary schools must include in their programs, EdFd 203, 306, 307, 320, SeEd 308, 417, one course from 419-431, 451 (or 461), 480; SpEd 418; Sociology 203 or Pol. Sci. 202; and 6 hours of physical education including health education 203 and 3 hours of physical education activity. All students planning to teach on the secondary level must major in a secondary teaching area or, with the exception of students who major in Bible or psychology, **meet minimum Arkansas certification requirements in at least two teaching areas.** Meeting minimum requirements set by the State Department of Education does not constitute a program approved by the National Council for Accreditation of Teacher

Education (NCATE). **NCATE accreditation applies only to those areas where the student completes a catalogued major through the Teacher Education Program.**

Major in Special Education (Mildly Handicapped): 68 hours including EdFd 203, 306, 307, 320; EIED 308, 403, 404, 412, 413; Special Ed. 303, 315, 400, 407, 408, 409, 414, 475, and 480. The following content and specialization courses are also included: P.E. 415; Com D 250; Eng. 350; Math 225. Special education majors must take Math 115, Health Educ. 203, and Soc. 203 or Pol. Sci. 202.

Students who major in special education may obtain a second major in elementary education by successfully completing the following courses: Art 211, Biology 308, Economics 315, Geography 300 or 301, Music 116, P.E. 330. A practicum in elementary is also required.

Health Ed. 203, Hist. 101, Pol. Sci. 205, Soc. 203 or Pol. Sci. 202, and course credit in mathematics, biology, and physical science are required of all students certifying to teach.

### EDUCATION FOUNDATIONS (EdFd)

**203. HUMAN GROWTH AND DEVELOPMENT.** (3) Fall, Spring, Summer.

The physical, mental, emotional, social, and psychological development of the human individual. Special attention is given to the application of the principles of psychology to an understanding of human growth and development from infancy through adulthood. It cannot be taken by correspondence. Fifteen hours of observation are required.

**306. HISTORY AND PHILOSOPHY OF EDUCATION.** (3) Fall, Spring.

A study of the history and some of the major philosophies of education in the United States. **Requires a minimum of 12 hours of laboratory work.** Either 306 or 307, preferably both, must be taken in residence at Harding. Neither can be taken by correspondence. Prerequisite: Formal admission to the teacher education program.

**307. EDUCATIONAL PSYCHOLOGY.** (3) Fall, Spring, Summer.

The basic processes and principles of human behavior, the development and growth of man's equipment for learning, the learning process, learning and forgetting, motivation, principles of learning, with special efforts to make application of the principles of psychology to the problems of the classroom teacher. **Requires a minimum of 15 hours of laboratory work.** Either 306 or 307, preferably both, must be completed in residence at Harding. Neither can be taken by correspondence. Prerequisite: Formal admission to the teacher education program.

**320. EDUCATIONAL MEDIA.** (2) Fall, Spring, Summer.

Technical problems related to audio-visual equipment, the value and importance of media to learning and its use in actual teaching situations. Laboratory periods to be arranged. Prerequisite: Formal admission to the teacher education program. Six hours for video taping of a teacher are required. Fee: \$11.50.

**450. STUDIES IN EDUCATION.** (1-3) May be taken for a maximum of 6 hours. Specialized study in a particular field of education.

### ELEMENTARY EDUCATION (EIED)

**308. PRE-STUDENT TEACHING EXPERIENCES.** (2) Fall, Spring.

Forty clock hours of field and clinical experiences and one hour of on-campus classroom experiences per week. Fee: \$25.

**381. KINDERGARTEN PRACTICUM.** (3) Fall, Spring.

Practical application of theories and methods in working with pre-school children. **Students who have completed, or will complete, 441 in grades 1-3 need to take this for only 3 hours.** Other students certifying for kindergarten will need to take 383 for 6 hours. Prerequisite: EdFd 203, 306, 307, 410 or 411; a minimum of 15 hours from Art 211, Biol. 308, Econ. 315, Eng. 350; one course from Geog. 212, 300 or 301; Math 225, Music 116, Physical Education 330, and junior standing. Fee: \$25.

**383. KINDERGARTEN PRACTICUM.** (6) Fall, Spring.

Same as 381 except twice as much time must be spent working with pre-school children. **Must be taken by students who have completed or will complete, 441 in grade 4 or higher.** Prerequisites: Same as for 381. Fee: \$50.

**403. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.** (2) Fall, Spring.  
A course designed to acquaint teachers with research, methods, and materials for teaching language arts. **Requires at least 6 hours of laboratory work.** Prerequisites: Same as for EEd 441 or 442. This course should be taken during the supervised teaching semester.

**404. METHODS OF TEACHING SCIENCE AND MATHEMATICS IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

Requires at least 10 hours of laboratory work which includes collection and organization of materials for supervised teaching. Students will have some out-of-pocket expense in developing materials. Prerequisites: Same as EEd 441 or 442. This course should be taken during the supervised teaching semester. Fee: \$11.50.

**410. KINDERGARTEN CURRICULUM.** (3) Fall.

Study of techniques of teaching content of the kindergarten curriculum. **Minimum of 6 hours of laboratory work.** Prerequisite: Admission to the teacher education program.

**411. KINDERGARTEN METHODS AND MATERIALS.** (3) Spring.

Objectives, materials and methods of teaching in the kindergarten curriculum. **Minimum of 6 hours of laboratory work.** Prerequisite: Admission to the teacher education program.

**412. DEVELOPMENTAL READING I.** (3) Fall, Spring, Summer.

Teaching reading in the primary grades with an emphasis on understanding the nature of reading, readiness skills necessary for successful reading, word recognition skills, comprehension skills, approaches to teaching reading, and diagnostic teaching of reading. Prerequisite: Admission to the teacher education program.

**413. DEVELOPMENTAL READING II.** (3) Fall, Spring.

Teaching reading in the upper elementary grades with emphasis on diagnostic teaching, structural analysis, vocabulary development, comprehension skills, functional reading skills, study skills, and reading in the content areas. Prerequisites: Admission to the Teacher Education Program.

**441. SUPERVISED TEACHING: ELEMENTARY.** (8) Fall, Spring.

A minimum of twelve weeks of teaching in a regular school situation under the supervision of a qualified supervising teacher is required. Prerequisites: EdFd 203, 306, 307, 320; EEd 308, 412, 413; a minimum of 15 hours from Art 211, Biol. 308, Econ. 315, Eng. 350, Geog. 212 or 300 or 301, Math 225, Music 116, P.E. 330, and formal admission to the supervised teaching semester. Transfer students who took EdFd 306 or 307 elsewhere may be requested to do additional laboratory work in the course taken in residence here. Application to the supervised teaching semester must be filed with the Director of Field Experiences the semester 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 will be accepted only upon approval of the Dean of School of Education. Fee: \$50.

**480. SUPERVISED TEACHING SEMINAR.** (1) Fall, Spring.

Meets throughout the student teaching semester. Provides 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.

**442. SUPERVISED TEACHING — K-6.** (8) Fall, Spring.

A minimum of 12 weeks of teaching in a regular school situation under the supervision of a qualified supervising teacher, including 8 weeks of teaching in grades 1 through 3 and 4 weeks of teaching in Kindergarten. Fee: \$50.

**481. STUDENT TEACHING PRACTICUM.** (3) Fall, Spring.

A minimum of four weeks of teaching, or its equivalent, in a regular school situation under the supervision of a qualified supervising teacher is required. This course is available only to those students who need more than the normal eight hours of teaching and to those who have satisfied all requirements for admission to the student teaching semester. May be repeated as needed. Fee: \$25.

#### SPECIAL EDUCATION (SpEd)

**303. PSYCHOLOGY OF THE EXCEPTIONAL CHILD.** (3) Fall, Spring, Summer.

A study of those children considered to be exceptional, in reference to their educational and psychological needs, with discussion of all phases and concepts of exceptionality. Prerequisite: EdFd 203 or Psy. 240.

**308. PRE-STUDENT TEACHING EXPERIENCES.** (2) Fall, Spring.

Forty clock hours of field and clinical experiences and one hour of on-campus classroom experiences per week. Fee: \$25.

**315. ADVANCED HUMAN GROWTH AND DEVELOPMENT.** (3) Spring, Summer.

Advanced study of the development of the human individual from conception through the young adult. Special attention is given to the application of the principles of the major theories of development. Six hours of observation are required. This course is required of all special education majors. Prerequisite: EdFd 203 and formal admission to the teacher education program.

**400. MEASUREMENT AND EVALUATION OF THE EXCEPTIONAL CHILD.** (3) Fall.

Special diagnostic procedure for children who are exceptional, with emphasis on the interpretation and application in the educational process. The course is accompanied with a lab which is required. Prerequisite: Formal admission to the teacher education program.

**407. PRINCIPLES OF BEHAVIORAL MANAGEMENT.** (3) Fall, Summer.

Study of behavioral management principles with special emphasis on behavior modification with attention given to the planning of individualized educational programs for each child. Prerequisite: Formal admission to the teacher education program.

**408. NATURE/NEEDS OF CHILDREN MILDLY HANDICAPPED.** (3) Fall.

Problems encountered by children with learning disabilities and their specific needs in terms of educational, social, and psychological development. Prerequisite: Formal admission to the teacher education program.

**409. EDUCATIONAL PROCEDURES FOR CHILDREN MILDLY HANDICAPPED.** (3) Spring.

Disorders of auditory and written language, reading, arithmetic, and non-verbal disorders of learning with emphasis placed on the educational and psychological needs of the learning disabled students. Prerequisite: Formal admission to the teacher education program. Usually taken during supervised teaching semester.

**414. PSYCHOLOGY OF THE EMOTIONALLY DISTURBED CHILD.** (3) Spring.

Acquaints student with a variety of diagnostic and theoretical approaches to children who are emotionally disordered. The course is organized so that all the major theoretical approaches are reviewed, compared, and contrasted. This course is designed to give the necessary practical tools for implementation of a program for children in conflict. Prerequisite: Admission to the teacher education program and junior standing or higher.

**418. EDUCATING THE EXCEPTIONAL CHILD — SECONDARY** (2) Fall, Spring.

A study of 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.

**475. SUPERVISED TEACHING: MILDLY HANDICAPPED.** (8) Spring.

A minimum of twelve weeks of teaching under supervision of a qualified supervising teacher. Prerequisites: EdFd 203, 306, 307, 320; SpEd 303, 308, 315, 400, 407, 408, 409, 414; EEd 412, 413; and a minimum of twelve hours from Com D 250, Eng. 350, Math 115, 225, P.E. 415; and formal admission to the supervised teaching semester. Application to the supervised teaching semester must be filed with the Director of Field Experience the semester 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 will be accepted only upon approval of the Dean of the School of Education. Fee: \$50.

**480. SUPERVISED TEACHING SEMINAR.** (1) Fall, Spring.

Meets throughout the student teaching semester. Provides 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.

**481. STUDENT TEACHING PRACTICUM.** (3) Fall, Spring.

A minimum of four weeks of teaching, or its equivalent, in a regular school situation under the supervision of a qualified supervising teacher is required. The course is available only to those students who need more than the normal six hours of teaching and to those who have satisfied all requirements for admission to the student teaching semester. May be repeated as needed. Fee: \$25.

#### SECONDARY EDUCATION (SeEd)

**308. PRE-STUDENT TEACHING EXPERIENCES.** (1) Fall, Spring.

Thirty clock hours of field and clinical experiences and one hour of on-campus classroom experiences per week. Fee: \$25.

**416. THE MIDDLE SCHOOL.** (3) Summer.

A practical and contemporary study of methods and materials of teaching in the middle school along with study of the organization and the development of the middle school curriculum. An exploration of future trends in the subject-field content at the middle school level will be explored through discussion, problem solving, and projects.

**417. TESTS AND MEASUREMENTS.** (2) Fall, Spring.

Deals with problems of evaluation; how to improve the grading systems in the school, construction and evaluation of tests; uses and interpretation of test results. Prerequisites: Same as for SeEd 451 or 461. Should be taken during the supervised teaching semester; exceptions must be approved by the Dean of the School of Education.

**419-430. SPECIAL METHODS OF TEACHING HIGH SCHOOL SUBJECTS.**

The courses listed below deal with the curriculum and methods of teaching the various high school subjects. A general or special methods course is either a prerequisite or a co-requisite to the supervised teaching semester. Prerequisite: Formal admission to the teacher education program.

**419. METHODS OF MODERN FOREIGN LANGUAGE TEACHING.** (3) Fall.

Instruction in modern methods of language teaching and training in their uses. Required of all students certifying to teach a foreign language on the secondary level. Fee: \$11.50.

**420. TEACHING ART.** (3) Spring.

Technique and methods of teaching art in the secondary school. Required of all art education majors. Fee: \$11.50.

**421. TEACHING BASIC BUSINESS.** (3) Spring.

The objectives and place of business education in the curriculum, the application of methods for the basic business understanding, and techniques and methods of teaching business subjects in the secondary schools. Fee: \$11.50.

**423. TEACHING ENGLISH.** (3) Spring.

Techniques and methods of teaching English in the secondary school. Fee: \$11.50.

**424. TEACHING HOME ECONOMICS.** (3) Spring.

The basic philosophy of vocational home economics and its place in the total educational program of the school and community, collection and organization of teaching materials, evaluation, teaching aids, equipment, and management of the department. Fee: \$11.50.

**425. TEACHING MATHEMATICS.** (3) Spring.

Techniques and methods of teaching mathematics in the secondary school. Fee: \$11.50.

**426. SECONDARY MUSIC METHODS.** (3) Spring.

Organization and objectives of music education programs, methods of instruction and the directing of choral organizations in high school. Registration restricted to music majors. Fee: \$11.50.

**427. METHODS AND MATERIALS IN PHYSICAL EDUCATION.** (3) Spring.

A study of methods as they apply to the total program and to the organization, instruction and selection of activities at the classroom level. Fee: \$11.50.

**428. TEACHING SCIENCE.** (3) Fall.

Techniques and methods of teaching science in the secondary school. Fee: \$11.50.

**429. TEACHING SOCIAL SCIENCE.** (3) Fall.

Techniques and methods of teaching social science in the secondary school. Fee: \$11.50.

**430. TEACHING SPEECH.** (3) Fall.

Methods of instructing speech at the secondary level: speech fundamentals, public speaking, discussion, debate, interpretation, radio and drama. Fee: \$11.50.

**431. INSTRUCTIONAL STRATEGIES IN CLASSROOM MANAGEMENT.** (3) Fall, Spring.

This course may be used by departments who choose not to offer a special methods course. Fee: \$11.50.

**451. SUPERVISED TEACHING: SECONDARY.** (6-8) Fall, Spring.

A minimum of eight weeks of teaching in a regular school situation under the supervision of a qualified supervising teacher is required. Prerequisites: Education 203, 306, 307, 308, 320, EIEd 412, 413; a minimum of 15 hours from Art 211, Biol. 308, Econ. 315, Eng. 350, Geog. 212 or 300 or 301, Math 225, Music 116, P.E. 330, and formal admission to the supervised teaching semester. Transfer students who took EdFd 306 or 307 elsewhere may be requested to do additional laboratory work in the course taken in residence here. Application to the supervised teaching semester must be filed with the Director of Field Experiences the semester 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 will be accepted only upon approval of the Dean of School of Education. Fee: \$50.

**461. SUPERVISED TEACHING K-12.** (6-8) Fall, Spring.

All students certifying in Art or Music must take Education 461. Prerequisites for admission are the same as for Education 451 except for additional courses that will be designated by the Dean of the School of Education. Read the course description for Educ. 451. Fee: \$50.

**451. SUPERVISED TEACHING SEMINAR.** (1) Fall, Spring.

Meets throughout the student teaching semester. Provides 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.

**481. STUDENT TEACHING PRACTICUM.** (3) Fall, Spring.

A minimum of four weeks of teaching, or its equivalent, in a regular school situation under the supervision of a qualified supervising teacher is required. The course is available only to those students who need more than the normal eight hours of teaching and to those who have satisfied all requirements for admission to the student teaching semester. May be repeated as needed. Fee: \$25.

**PASS PROGRAM READING (RDNG)**

**RDNG 110. EFFECTIVE COLLEGE READING.** (2)

Practice and instruction in the basic skills of reading. Students must enroll in Reading Lab 112 for one hour credit.

**RDNG 111. CRITICAL READING AND REASONING.** (2)

Advanced practice and instruction in mastering basic skills in reading. Students must enroll in Reading Lab 113 for one hour credit.

**RDNG LAB 112.** (1)

This lab must be taken when a student enrolls in Reading 110. This lab may be repeated without enrolling in Reading 110.

**RDNG LAB 113.** (1)

This lab must be taken when a student enrolls in Reading 111. The lab may be repeated without enrolling in Reading 111.

**PROGRAMS FOR SCHOOL OF EDUCATION**

**ELEMENTARY EDUCATION — Grades 1-6 (B.A.):** The following is the suggested program for elementary education majors Grades 1-6:

First Year	F.	Sp.	Second Year	F.	Sp.
From Eng. 102-103-104 . . . . .	3	3	Geog., Soc. 203 or Pol. Sci. 202	3	3
Hist. 101, 111 . . . . .	3	3	EdFd 203 . . . . .	3	3
Math. 115, Biol. 111 . . . . .	3	3	Eng. 201, 202 . . . . .	3	3
Music 101, Art 101 . . . . .	2	2	Music 116, Art 211 . . . . .	3	3
P.E. 101, Com O 101 . . . . .	2	3	Elective . . . . .		3
Bible 112, 101 . . . . .	2	2	Phy. Sci. 102, 101 . . . . .	2	2
P.E. Act. . . . .	1		From Bible 211, 213, 215, 234 . . . . .	2	2
	16	16		16	16
Third Year	F.	Sp.	Fourth Year	F.	Sp.
EIEd 308, Biol. 308 . . . . .	2	3	EdFd 320, EIEd 404 . . . . .	2	3
EdFd 306, 307 . . . . .	3	3	EIEd 412 . . . . .	3	3
Econ. 315, SpEd. 303 . . . . .	3	3	EIEd 413, 403 . . . . .	3	2
Eng. 350, P.E. 330 . . . . .	3	3	Elective . . . . .	4	3
Math. 225, H. Ed. 203 . . . . .	3	3	Pol. Sci. 205, EIEd 441 . . . . .	3	8
Bible . . . . .	2	2	Bible, EIEd 480 . . . . .	2	1
	17	16		17	14

**ELEMENTARY EDUCATION — Grades K-6 (B.A.):** The following is the suggested program for elementary education majors certifying Grades K-6:

First Year	Second Year	F.	Sp.
Same as first year of Elementary Education — Grades 1-6	Geog., Eng. 350 . . . . .	3	3
	EdFd 203 . . . . .	3	2
	Eng. 201, 202 . . . . .	3	3
	Music 116, Art 211 . . . . .	3	3
	P.E. activity . . . . .	1	
	Phy. Sci. 102, 101 . . . . .	2	2
	From Bible 211, 213, 234 . . . . .	2	2
	Elective . . . . .		2
		17	17

Third Year		F.	Sp.	Fourth Year		1989-1990	
Math. 225, Biol. 308	3	3		H. Ed. 203, Educ. 403	3	2	
SpEd 303, Econ. 315	3	3		Pol. Sci. 205, EEd 404	3	3	
EdFd 306, 307	3	3		EEd 412	3		
EEd 410, 411	3	3		EEd 413	3		
P.E. 330, EdFd 320	3	2		Soc. 203 or Pol. Sci. 202	3		
Bible	2	2		Bible, EEd 442	2	8	
				EEd 480		1	
	17	16			17	14	

\* Student teaching must include four weeks assignment in Kindergarten and eight weeks in grades 1, 2, or 3.

**SPECIAL EDUCATION — MILDLY HANDICAPPED (B.A.):** The following is the suggested program for students majoring in special education:

First Year		F.	Sp.	Second Year		F.	Sp.
From Eng. 102, 103, 104	3	3		EdFd 203		3	
Hist. 101, 111	3	3		Eng. 201, 202	3	3	
Math. 115, Biol. 111	3	3		Math. 225, Pol. Sci. 205	3	3	
Mus. 101, Art 101	2	2		H.Ed. 203, Soc 203	3	3	
P.E. 101, Com O 101	2	3		Elective, P.E. Act	2	1	
Bible 112, 101	2	2		Phy. Sci. 101, 102	2	2	
				From Bible 211, 213, 215, 217, 234	2	2	
	15	16			15	17	

Third Year		F.	Sp.	Fourth Year		F.	Sp.
SpEd 303, SpEd 315	3	3		SpEd 400, 409	3	3	
Com D 250, SpEd 414	3	3		SpEd 407, EEd 404	3	3	
EdFd 336, Eng. 350	3	3		SpEd 408, EEd 403	3	2	
P.E. 415, EdFd 320	3	2		EEd 413, SpEd 480	3	1	
SpEd. 308, EdFd 307	2	3		EEd 412, SpEd 475	3	8	
Bible	2	2		Bible	2		
	16	16			17	17	



## SCHOOL OF NURSING

DEAN: Cathleen M. Smith Shultz, Ph.D., R.N.

### PROFESSORS:

Cathleen M. Smith Shultz, Ph.D., R.N.  
Louise Truex Bradford, Ed.D., R.N.

### ASSOCIATE PROFESSORS:

Charlotte Gibson, M.S., R.N.  
Helen Lambert, M.S., R.N., Associate Dean  
Elissa Lane Miller, M.N.Sc., R.N.  
Nancy O'Brien, M.S., R.N.

### ASSISTANT PROFESSOR:

Da'Lynn Clayton, M.S., R.N.

### INSTRUCTORS:

Tina Godwin, M.S.N., R.N.  
Dorothea McDowell, M.S., R.N.  
Kathy Davenport, M.S.N., R.N.  
Tawna Pounders, B.S.N., R.N.

### ASSOCIATE INSTRUCTORS:

Jamie Goslin, B.S.N., R.N.

### ADJUNCT PROFESSORS:

Jim C. City, M.D., F.A.A.F.P.  
Michael Justus, M.D., F.A.A.F.P.  
Sam L. Shultz, M.D., F.A.A.P.  
John Sanders, M.D., F.A.C.S.  
David Staggs, M.D., F.A.A.F.P.

The School of Nursing faculty believes that man is a unique being who possesses individual worth and dignity because he is created in the image of God. The School faculty also believes that man's basic nature is comprised of physical, psychological, social, and spiritual dimensions. Therefore, the nursing faculty desires to provide an education that stimulates a philosophy of nursing consistent with the teachings of Christ by preparing practitioners who can facilitate physical, psychological, social, and spiritual functional adaptation.

The curriculum covers a period of four years awarding a Bachelor of Science in Nursing degree. Graduates with the nursing major are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in any state. Graduates are prepared for generalist positions in professional nursing practice and for beginning graduate study in nursing.

Students in the nursing major use the facilities of Harding University and work with clients in a variety of public and private agencies which serve as clinical facilities.

A minimum cumulative grade point average of 2.00, a 2.50 nursing grade point average, successful completion of a drug dosage calculations test,

and junior standing in the University are required before entering the nursing major. The 2.50 grade point average must be maintained for the degree to be conferred. Priority for admission is given those who have a high Nursing GPA. All prerequisite courses must be completed successfully with a minimum grade of "C" in each before a student may enter the nursing program. The prerequisite courses include: Biol. 271, 275, 276; Chem. 114, 115; Eng. 103; Home Ec. 331; Nursing 201, 202, 203, 205; Psy. 201, 240; and Soc. 203. See the prenursing curriculum outline for suggested course sequencing.

Required general education courses to be completed before graduation include: Art 101 or Music 101, Math 200; two courses from Eng. 201, 202, 251, 252, 271, 272; Hist. 101, 111; 4 hours in physical education activity, including P.E. 101; one course from Anthro. 250, 320, 381, 401 or Soc. 305, 345, 401, 405; and Com O 101 and a minimum of 8 hours of textual Bible courses including both Old Testament and New Testament courses. Bible 354, Contemporary Christian Ethics, is required. This course is offered every other year. Monday night Bible classes are routinely scheduled as follows: Fall semester odd years, Bible 305, Eighth Century Prophets; Spring semester even years, Bible 354, Contemporary Christian Ethics; Fall semester even years, Bible 312, Romans; Spring semester odd years, Bible 317, Gospel of John.

Progression of students in the program is contingent upon their achieving a grade of "C" or higher in each nursing course with the maintenance of a nursing grade point average of 2.50. For students pursuing a major in nursing, **Level I standing** refers to students enrolled in the junior year of the major and **Level II standing** refers to students enrolled in the senior year of the major.

Harding is in compliance with Act 88 of the 1979 Arkansas General Assembly relative to providing validation and challenge examinations for licensed nurses in the nursing program. Any questions regarding validation and challenge examinations or advanced placement should be directed to the Dean of the School of Nursing.

### ADMISSION

**ADMISSION PROCEDURE:** Interested students should contact the Admissions Office of Harding University. Admission to the University is essential before consideration can be given to admission to the nursing major. Students at the sophomore level who are progressing toward meeting requirements for admission **must file an application form with the School of Nursing by March 1 prior to the Fall semester they wish to enter. Students who wish to enter the School of Nursing in the Spring semester must file the application form by October 1.** As soon as an applicant meets all admission criteria, the applicant is notified of the admission status.

Admission application forms may be obtained by contacting the School of Nursing. No action will be taken on an application until the student has been admitted to the University and **all prerequisites have been met.**

Admission to the nursing major can be granted only after successful completion of Nursing 201, 202, 203 and 205. Transcripts of all college credit granted elsewhere must be submitted to the Registrar. A reference evaluation must also be completed on each applicant prior to admission.

Prior to taking clinical courses, the applicant must present medical certification indicating health status, current immunization, satisfactory blood tests and a tuberculosis skin test (PPD/intradermal) or chest x-ray and other laboratory results as indicated on the School of Nursing health form. A personality evaluation (16-PF Test) is required and arranged at the time of admission to upper-level courses. Current certification in Cardiopulmonary Resuscitation (CPR) is required annually before taking clinical courses. The student is **strongly encouraged** to have health insurance coverage while at Harding University.

Several tracks exist at Harding for nursing students. The traditional track is for nursing students who take the nursing major at Harding or transfer credit and take nursing courses in sequence. The accelerated track is designed for students who have baccalaureate degrees in other fields. The advanced placement track is available for students who hold current nursing licensure (licensed practical nurses, licensed psychiatric technical nurses, and registered nurses). All tracks lead to the Bachelor of Science in Nursing degree.

**Students transferring** into the nursing major without prior nursing courses generally require four additional semesters and a summer to complete degree requirements. Placement in the nursing major is dependent upon successful completion of prerequisite courses and the applicant's level of academic achievement. Any student considering transferring from another nursing program should consult with the Dean of the School of Nursing. These applicants will be appraised individually for placement in the program. Transfer students must complete all the general education courses required for the Bachelor of Science in Nursing degree, including a minimum of 8 hours of textual Bible courses, including Old Testament and New Testament courses.

**High school students** are strongly urged to take 2 units of algebra, 2 units of biology, at least 1 unit of chemistry, and 4 units of English. High school graduates who have fewer than 2 units of high school algebra and/or who have an ACT mathematics score less than 26 are strongly encouraged to take Mathematics 105 or an equivalent **in the summer preceding the fall semester they plan to enter Harding as freshmen.** This helps prepare students for enrolling in Chem. 114-115, prerequisites to Biol. 271, 275, 276 and to prepare for enrolling in Math 200.

### ADMISSIONS TRACKS

**TRADITIONAL TRACK:** This track is for those students who are non-licensed as nurses and who do not have bachelors degrees in fields other than nursing. Typically the student completes the degree in four academic years of full-time study; part-time study is available.

**ACCELERATED TRACK:** Students who have baccalaureate degrees in other fields are eligible for the accelerated track. Prior to enrolling in the accelerated track, all prerequisite courses must be completed (general education prerequisites and prenursing prerequisite courses). Students who qualify may also have an advanced placement status if nursing courses have been previously taken.

Accelerated track students may choose to enroll in the traditional track if desired or if unsuccessful in the accelerated track.

Prerequisite Courses:	Hours
*Chemistry 114, 115	8
*Biology 271, 275, & 276	12
*Home Economics 331	3
*Psychology 240	3
*Nursing 201, 202, 203, & 205	7
Math 200 (required prior to taking N412)	3
	36
*Take prior to admission in the 300 level nursing courses.	

Accelerated Track Schedule:	F	S
Nursing 301, 311	5	5
Nursing 303, 313	2	2
Nursing 304, 314	2	2
Nursing 305	2	
Nursing 324, 334	2	2
Nursing 323, 415	2	2
Bible	2	2
	17	15

Summer	
Nursing 401	4
Nursing 404	2
Nursing 414	2
Nursing 444	1
Bible	2
	11

Fall	
Nursing 405	4
Nursing 411	3
Nursing 412	3
Nursing 421	3
Nursing 434	2
Nursing 424	2
Bible	2
	19

**NOTE:** Bible requirements may be waived if the applicant has completed a Harding University degree or a degree from another University which required Bible courses to complete the major.

**ADVANCED PLACEMENT TRACK:** The Advanced Placement Track is available to students who hold current nursing licensure (licensed practical nurses, licensed psychiatric technical nurses, and registered nurses). Through passing a standardized examination, credit is awarded for specific nursing courses within the nursing program. The National League for Nursing (NLN) Mobility Profile Tests are used to determine advanced placement status for students with nursing licensure.

**Licensed Practical Nurses.** After completion of prerequisite courses and prior to the semester in which the student enrolls in 300 level nursing courses, the licensed practical nurse takes the following during a scheduled testing session:

- NLN Nursing Mobility Profile I, Book I
- Foundations of Nursing
- Skills Validation Test
- Drugs and Solutions Test

Upon successful completion of the Nursing Mobility Profile Test, skills validation test, and drugs and solutions test, credit is awarded for Nursing 205, 305, and 323 (6 hours). Students then enter the Traditional Track after completion of prerequisite courses and complete the nursing program.

**Registered Nurses.** Registered nurse students who have completed prerequisite courses are eligible for the Advanced Placement Track. Registered nurse students who wish to complete the Traditional Track may do so.

Prior to the semester in which the student enrolls in 300 level nursing courses, the registered nurse student takes the following examinations during a scheduled testing session:

- NLN Nursing Mobility II Tests
- Care of the Adult Client
- Care of the Client during Childbearing
- Care of the Child
- Care of the Client with Mental Disorders

In addition, the registered nurse student must take Nursing 315 (7 hours).

Upon successful completion of the NLN Mobility Profile II Test as listed previously, the registered nurse student will be awarded credit for: Nursing 201, 202, 203, 205, 301, 303, 304, 305, 311, 313, 314, 323, 324, and 334 for a total of 33 hours.

After passing the NLN Mobility Profile II Test and Nursing 315, the registered nurse student enrolls in the senior year of the nursing program and takes the following courses:

Advanced Placement RN Schedule	F	S
Nursing 401, 411	4	3
Nursing 404, 415	2	2
Nursing 405, 421	4	3
Nursing 412, 424	3	2
Nursing 414, 434	2	2



Nursing 444 .....	1989-1990 Harding University Catalog	
Bible .....	2	2
	17	17

### EXPENSES

**ADDITIONAL EXPENSES FOR NURSING MAJORS:** Students should expect some expenses from the time they reach Nursing 201 until the end of the program. Certain courses have fees which cover liability insurance and course supplies which are essential for learning. Other expenses are as follows:

YEAR	ITEM	AMOUNT*
Sophomore	Lab coat	20.00
	Nursing 205	50.00
Junior	Uniforms and caps	130.00
	Name pin	3.50
	Emblem	3.00
	Bandage scissors	5.00
	Watch with second hand (may be inexpensive)	variable
	Stethoscope	20.00
	Nursing 301	75.00
Senior	Nursing 315 (Advanced Placement Students Only)	75.00
	Exit Examinations	27.00
	School pin	90.00
	Senior graduating expenses (uniform, pictures, etc., in addition to University expenses)	60.00
	Pinning Ceremony	25.00
	Nursing 401	225.00

\* Costs listed are approximate and subject to change. Each student must carry liability insurance which is included in the 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.

### HONOR SOCIETY

THE EPSILON OMICRON CHAPTER OF SIGMA THETA TAU, an international college honor society in nursing, was chartered at Harding University on February 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. Student membership is limited to a percentage of each class who meet these criteria. Inductees for membership are accepted annually each Spring Semester.

### MAJOR REQUIREMENTS

MAJOR: 61 hours in nursing, including 201, 202, 203, 205, 301, 303, 304, 305, 311, 313, 314, 323, 324, 334, 401, 404, 405, 411, 412, 414, 415, 421, 424, 434, and 444. Nursing electives available are: 344, 402, 403, 406, 413, and 451. A minimum of 10 students must enroll before a nursing elective can be offered; the exception is 451 which may be taken by one student. A minor is not required. See outline of major at the end of this section.

#### 201. INTRODUCTION TO NURSING. (2) Fall, Spring, Summer.

An introductory course to acquaint the students with nursing theories, roles and functions. Nursing trends are studied based on historical perspectives. Basic concepts of nursing and health care are explored in relation to the client and health care delivery in the United States. The School of Nursing's conceptual framework is presented and analyzed. The course is open to all University students and is required of students prior to admission into the nursing program. A grade of "C" or higher is a prerequisite for admission. Two hours lecture per week. Prerequisite: Second semester freshman or higher with a 2.00 cumulative grade point average or higher.

#### 202. INTRODUCTION TO NURSING PROCESS. (1) Fall, Spring, Summer.

An introductory lecture/seminar designed to develop the student's ability to use the nursing process for nursing care of all clients. Nursing process, research process, scientific method, decision-making, teaching-learning, and documentation are explored. A variety of teaching strategies is used, such as lecture, group discussion, audio-visual material and simulated nursing practice situations. Two hours per week the first half of the semester with seminar sessions to be arranged the second half of the semester. Prerequisite: Sophomore level or higher with a recommended 2.00 cumulative grade point average or higher.

#### 203. NURSING PROCESS I. (2) Fall, Spring, Summer.

A course designed to further develop and promote the systematic use of the nursing process with a focus on assessment. Emphasis includes systematically assessing the physical, psychological, social, and spiritual dimensions of man while exploring problem-solving, and decision-making. Laboratory sessions provide practice and performance evaluation of nursing skills used to assist functional and dysfunctional clients of all ages to attain adaptation. One hour lecture-discussion and three hours laboratory per week. Prerequisite: Sophomore level or higher with a recommended 2.00 cumulative grade point average or higher; Nursing 202 and Biology 275 before or concurrent with this course.

#### 205. INTRODUCTION TO ROLES AND FUNCTIONS. (2) Spring, Summer.

An introductory course that explores skills basic to nursing practice. The University laboratory provides demonstration and practice experiences. Application of skills and nursing process is provided by laboratories arranged in the hospital setting. Six hours laboratory per week and 35 hours of clinical experience. Prerequisite: Sophomore level or higher and Nursing 202 and Biology 275 before or concurrent with a recommended 2.00 cumulative grade point average or higher. Fee \$50.

#### 301. NURSING THEORY I. (5) Fall.

The nursing care of individual clients experiencing functional and dysfunctional adaptation is discussed using the physical, psychological, social and spiritual dimensions of man. Anxiety, aging, safety, comfort, immobility, hydration, and their related theories are studied for clients representing all age groups. The course is taught using a variety of teaching strategies. Five hours lecture-discussion per week. Prerequisite: Level I Standing. May be taken concurrently with Nursing 303 and 305 and Level I Practicum courses (Nursing 304, 314, 324, 334). Fee: \$75.

#### 303. NURSING INTERACTION I. (2) Fall.

A course planned to provide students with experience in the process of basic communication. The concepts of communication, self-image, and interviewing will be explored. Experiences in the classroom are planned to promote self-awareness with beginning recognition and management of the nurse's own attitudes, values, beliefs, and behaviors as these affect others. Two hours lecture-discussion per week. Prerequisite: Level I Standing. May be taken concurrently with Nursing 301 and 305 and Level I Practicum courses (Nursing 304, 314, 324, 334).

#### 304. NURSING PRACTICUM I. (2) Fall, Spring, Summer (if sufficient demand).

A clinical course which focuses on functional and dysfunctional adaptation of hospitalized adult clients with medical health problems. Concepts of Level I courses are integrated from a theoretical presentation to nursing practice in the direct care of individuals. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level I Standing. May be taken concurrently with Nursing 301, 303, 305 or with Nursing 311, 313, 323.

#### 305. NURSING ROLES AND FUNCTIONS I. (2) Fall.

A nursing laboratory course providing practice and performance evaluation of nursing skills used to assist functional and dysfunctional clients to attain adaptation. Six hours of arranged and autotutorial laboratory per week. Prerequisite: Level I Standing. May be taken concurrently with Nursing 301 and 303 and Level I Practicum courses (Nursing 304, 314, 324, 334).

#### 311. NURSING THEORY II. (5) Spring.

The nursing care of individuals experiencing functional and dysfunctional adaptation is discussed using the physical, psychological, social and spiritual dimensions of man. Concepts of

loss, transport, and their related theories are explored for clients of all ages using a variety of teaching strategies. Five hours of lecture-discussion per week. Prerequisites: Level I Standing. May be taken concurrently with 313 and 323, and Level I Practicum Courses (Nursing 304, 314, 324, 334).

**313. NURSING INTERACTION II. (2) Spring.**

A course designed to acquaint students with the process of helping and counseling individuals and groups experiencing functional and dysfunctional adaptation. Concepts of helping, reality-distortion, assertion, and games are explored. Emphasis is on dysfunctions in the psychological and social dimensions. Experiences in the classroom are designed to promote self-awareness management of the nurse's behavior and values that affect others. Two hours lecture-discussion per week. Prerequisites: Level I Standing and Nursing 303. May be taken concurrently with Nursing 311 and 323, and Level I Practicum courses (Nursing 304, 314, 324, 334).

**314. NURSING PRACTICUM II. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on functional and dysfunctional adaptation of hospitalized adult clients with health dysfunctions requiring surgical intervention. Concepts of Level I courses are integrated from a theoretical presentation to nursing practice in the direct care of individuals. Nursing experiences will include post-hospital follow-up care of surgical clients where applicable. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks; a one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level I Standing. May be taken concurrently with Nursing 301, 303, 305 or with Nursing 311, 313, 323. Fee: \$52.

**315. NURSING ROLES AND FUNCTIONS II. (7) Fall, Spring.**

A course designed to incorporate licensed students into professional nursing. Nursing theories, communication, roles and functions are explored in class and clinical settings. Prior learning is validated using written tests and clinical performance evaluations. The course focuses on the direct care of clients experiencing functional and dysfunctional adaptation. Four hours lecture and six hours laboratory per week; additional clinical laboratories to be arranged. Prerequisite: Successful completion of NLN Mobility Profile II Tests and RN licensure. Fee: \$75.

**323. NURSING INTERVENTIONS AND PHARMACODYNAMICS. (2) Fall, Spring, Summer (if sufficient demand).**

A course which explores the nursing interventions relative to pharmacological treatment of functional and dysfunctional clients of all ages. Concepts of comfort, hydration, safety, transport and reality-distortion and appropriate pharmacological agents are discussed. Two hours of lecture-discussion per week. Prerequisite: Level I Standing; pre-nursing students may take this class only with prior approval of the Dean. May be taken concurrently with Nursing 301, 303, 305 or with Nursing 311, 313, and Level I Practicum courses (Nursing 304, 314, 324, 334).

**324. NURSING PRACTICUM III. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on assisting adult clients experiencing dysfunctional adaptation primarily in the psychological and social dimensions. Concepts of Level I courses are integrated from a theoretical presentation to nursing practice in the direct care of individuals. Clinical experience may be provided in a variety of clinical settings. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level I Standing. May be taken concurrently with Nursing 301, 303, 305 or with Nursing 311, 313, 323.

**334. NURSING PRACTICUM IV. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on clients of all ages experiencing functional and dysfunctional adaptation in a variety of primary clinical settings. Use of health assessment skills in primary and tertiary settings to assist clients toward functional adaptation is emphasized. Concepts of Level I courses are integrated from a theoretical presentation to nursing practice in the direct care of individuals. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level I Standing. May be taken concurrently with Nursing 301, 303, 305 or with Nursing 311, 313 and 323.

**344. HEALTH CARE MISSIONS PRACTICUM (1-8) Offered on demand.**

An elective clinical course which focuses on clients of all ages experiencing functional and dysfunctional adaptation in developing countries or countries outside the USA. Concepts of theory courses are integrated from a theoretical presentation to nursing practice in the direct and indirect care of individuals. Clinical experiences may occur in diverse settings while combining nursing practice with experience in international health care missions. Clinical hours and conferences are arranged. Prerequisite: Level I Standing or permission of the Dean of Nursing.

**401. NURSING THEORY III. (4) Fall.**

Building on the study of the four dimensions of man, this course focuses on the nursing care of functional and dysfunctional individuals and families. Family theories, cultural concepts, and

reproductive theories of reproduction and crisis are presented using various teaching strategies. Four hours lecture-discussion per week. Prerequisite: Level II Standing. May be taken concurrently with Nursing 405 and 412 and Level II Practicum Courses (Nursing 404, 414, 424, 434, 444). Fee: \$225.

**402. METHODS OF CHILDBIRTH EDUCATION. (2) Spring.**

An elective course exploring prenatal education as a function of the professional nurse. Techniques described by Lamaze, and others who have developed childbirth methods are studied. Two hours lecture-discussion per week. Prerequisite: Level I or II Standing. Offered on sufficient demand.

**403. NURSING MINISTRY. (2) Spring.**

An elective course designed to further explore the nurse's involvement in the spiritual dimension of the client. Emphasis is placed on the special role of the nurse in meeting spiritual needs of clients in various health related settings. Two hours lecture-discussion per week. Prerequisite: Level I or II Standing. Offered on sufficient demand.

**404. NURSING PRACTICUM V. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on functional and dysfunctional adaptation of families, groups and communities in a variety of community based practice settings. Using primary care skills, students provide direct, semi-direct and indirect nursing care to clients in a variety of age groups. Concepts of Level I and Level II courses are integrated from a theoretical presentation to nursing practice. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level II Standing. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415 and 421.

**405. NURSING ROLES AND FUNCTIONS III. (4) Fall.**

The rural primary health care system and the role of the baccalaureate nurse as a practitioner providing nursing care to functional and dysfunctional clients of all ages within that system are explored. Concepts of decision-making, collaboration, epidemiology and the use of resources are studied. Four hours lecture-discussion per week. Prerequisite: Level II Standing. May be taken concurrently with Nursing 401 and 412 and Level II Practicum courses (Nursing 404, 414, 424, 434, 444).

**406. ALTERNATE HEALING PHILOSOPHIES. (2) Spring.**

An elective course exploring the relationships of alternate healing philosophies such as hypnosis, nutrition, biofeedback, relaxation, folk medicine, acupuncture, faith healing and self-help behaviors. Emphasis is placed on the interrelationship of these philosophies to the formal United States health care delivery system. Two hours lecture-discussion per week. Prerequisite: Level I or II Standing. Offered on sufficient demand.

**411. NURSING THEORY IV. (3) Spring.**

Concepts such as health care planning, negotiation, culture, and missions augment previously learned concepts about the nursing care of individuals, groups, and families experiencing functional and dysfunctional adaptation. The nurse explores the community as a system with the nursing goal of assisting the community to achieve and maintain a functional health state. Prerequisites: Level II Standing. May be taken concurrently with Nursing 415, 421 and Level II Practicum Courses (Nursing 404, 414, 424, 434, 444).

**412. RESEARCH IN NURSING. (3) Fall, Summer (if sufficient demand).**

Basic research concepts with application to professional nursing practice are introduced. Nursing research is explored and related to current nursing practice. Three hours lecture-discussion per week. Prerequisite: Level I or II Standing, Math 200. Course may be taken by other students with permission of the Dean.

**413. HEALTH CARE MISSIONS IN DEVELOPING COUNTRIES. (2) Spring.**

An elective course designed to acquaint students with the delivery of quality health care in developing countries. Classroom discussions include combining health care and evangelistic mission efforts to adapting modern health care modalities with existing resources. Two hours lecture-discussion per week. Prerequisite: Level I or II Standing. Offered on sufficient demand.

**414. NURSING PRACTICUM VI. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on families experiencing dysfunctions in family structure and reproductive status. Clinical experiences are in a variety of settings where students provide direct, semi-direct and indirect nursing care. Nursing experiences include past-hospital follow-up care of families where applicable. Concepts of Level I and Level II courses are integrated from a theoretical presentation to nursing practice. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level II Standing. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415, 421.

**415. NURSING ROLES AND FUNCTIONS IV. (2) Spring.**

The emerging role of the professional nurse is analyzed and examined. Sociopolitical forces, quality assurance, credentialing, continuing education, expanded nursing functions, reality shock, professional organizations and entry into practice are explored as they affect nursing practice. Two hours lecture-discussion per week. Prerequisite: Level II Standing. May be taken concurrently with Nursing 411, 421 and Level II Practicum courses (Nursing 404, 414, 424, 434, 444).

**421. NURSING THEORY V. (3) Spring.**

An advanced nursing theory course related to man as a system adapting to stress to achieve a functional state in his physical, psychological, social and spiritual dimensions. The concepts of transport, immobility, comfort, and their related theories will be studied in depth for clients representing all age groups. This course builds on previous studies in the four dimensions of man. The course is taught using a variety of teaching strategies. Three hours lecture-discussion per week. Prerequisites: Level II Standing; may be taken concurrently with Nursing 411 and 415 and Level II Practicum courses (Nursing 404, 414, 424, and 434).

**424. NURSING PRACTICUM VII. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on the direct, semi-direct and indirect care of hospitalized young clients and their families experiencing functional and dysfunctional adaptation. Concepts of Level I and Level II courses are integrated from a theoretical presentation to nursing practice. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level II Standing. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415, 421.

**434. NURSING PRACTICUM VIII. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on the direct, semi-direct and indirect care of hospitalized clients experiencing functional and dysfunctional adaptation. Leadership and management principles are applied with faculty and preceptor supervision. Concepts of Level I and Level II courses are integrated from a theoretical presentation to nursing practice. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level II Standing. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415 and 421.

**444. NURSING PRACTICUM IX. (1) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on the direct and semi-direct care of hospitalized clients experiencing complex dysfunctional adaptation. Students provide nursing care for clients of all ages to tertiary care settings with faculty and preceptor supervision. Concepts of Level I and Level II courses are integrated from a theoretical presentation to nursing practice. The course is 48 clinical hours with seminars to be arranged. Enrollment is limited. Prerequisite: Level II Standing. Recommended to be taken concurrently with N434. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415 and 421.

**451. INDEPENDENT STUDY. (1-4) Offered on demand.**

With nursing faculty guidance, the student develops behavioral objectives appropriate to the topic being studied and a plan of action to achieve the course objectives. The independent study course may be experiential or a directed reading, study or research. Offered each semester upon approval of the Dean of the School of Nursing. May be repeated.

**PROGRAMS FOR THE SCHOOL OF NURSING**

**PRENURSING** (Tina Godwin, M.S.N., R.N.; Bryce Roberson, Ph.D.; Cathleen Shultz, Ph.D., R.N. — Chairperson; Carroll Smith, Ph.D.; George W. Woodruff, Ed.D.)

The following program is outlined for the student who is planning to make application to the School of Nursing during the sophomore year or later for admission to the nursing program leading to the Bachelor of Science in Nursing degree.

This program assumes that the students have adequate academic preparation from high school and are prepared to do better than average work on a normal load during the first two years of general education and preprofessional courses. It is assumed that the students will include in their high

program two years of algebra, one year of chemistry, and four years of English. Students who do not have this preparation should plan to attend one or more summer sessions, or a third year of preprofessional study to meet the requirements for admission to the nursing program. Since the mean ACT composite summary score achieved by entering Harding freshmen is approximately 20, students can determine the adequacy of their preparation for college work by checking their composite ACT score.

Satisfactory completion of the outlined curriculum does not automatically admit the student to the nursing program. Formal application for admission to the program must be made to the School of Nursing three months prior to the semester in which admission is sought. An evaluation of the applicant must be submitted by the Prenursing Advisory Committee if the student has taken prenursing courses at Harding University. These factors make it most important that prospective nursing majors go to the prenursing advisors for planning their preprofessional programs of classes. The following suggested program is outlined for the benefit of students.

**Students must have a cumulative average of 2.50 or higher in all prenursing courses taken prior to admission to the School of Nursing.**

**Prenursing Curriculum**

First Year	F.	Sp.	Second Year	F.	Sp.
*Chem. 114, 115	4	4	*Biol. 271	4	
*Eng. 103#, *Psy. 201	3	3	*Bio. 275, 276	4	4
Eng. 201, 202, 251, 252, 271, or 272		3	*Home Ec. 331	3	
Hist. 101, 111	3	3	*Nursing 201, 202, 203, 205	5	2
*Psy. 240	3		*Soc. 203		3
P.E. 101	2		Math 200##, Com O 101		6
Art 101 or Music 101		2	Bible 211, 213, 215, or 234	2	2
Bible 112, 101	2	2		18	17
	17	17			

- \* These prerequisite courses must be completed with a minimum grade of "C" or higher prior to admission to the School of Nursing.
- # If a student achieved 17 or less on the ACT English Test, Eng. 102 must be taken prior to taking English 103.
- ## Math 200 is required for the curriculum. Also, if a student has taken less than two years of algebra in high school, the student is strongly encouraged to take Math. 105 prior to enrolling in Chem. 114 (or during the summer session preceding the fall semester of the first year). Entering freshmen must have achieved a minimum score of 14 on both the English and mathematics part of the ACT to take Chem. 114-115 during the freshman year.

**For Transfer Students**

**First Session of Summer School: Nursing 201, 202, 203  
Second Session of Summer School: Nursing 205**

Other required courses will be available in summer school, but 14 hours, or 7 hours each session is the absolute maximum that can be earned. No more than Biol. 276 or Home Ec. 331 or Psy. 240 or the equivalent and Nursing 201, 202, 203, 205 can be left for the summer session immediately

preceding the fall semester the student expects to enter the nursing program. Students who must take each of these courses are urged to contact the School of Nursing's Admissions Committee for academic advisement about the summer schedule.

**NURSING (B.S.N.):** The following program is outlined for the third and fourth years of students seeking the Bachelor of Science in Nursing degree. Formal admission to the nursing program is required before a student can enroll in the third-year courses and earn nursing credits toward degree completion. A minimum cumulative grade point average of 2.00 on at least 64 hours, a nursing grade point average of 2.50 in the **required prenursing curriculum** (courses listed in the prenursing curriculum), and successful completion of a drug dosage calculations test are required for admission. All prerequisite courses must be completed with a minimum grade of "C" [see asterisked (\*) courses above and on preceding page]. Progression of a student in the nursing major is contingent upon achieving a grade of "C" or higher in each nursing course with the maintenance of a nursing grade point average of 2.50 and a cumulative grade point average of 2.00 throughout the nursing major. See the prenursing curriculum for detailed listing of the requirements for admission.

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Nursing 301, 311	.....	5	5	Nursing 401, 411	.....	4	3
Nursing 303, 313	.....	2	2	Nursing 404, 424	.....	2	2
Nursing 304, 324	.....	2	2	Nursing 405, 415	.....	4	2
Nursing 305	.....	2		Nursing 412, 421	.....	3	3
Nursing 314, 334	.....	2	2	Nursing 414, 434	.....	2	2
Nursing 323	.....		2	#Nursing 444	.....		1
**Soc. Sci. elective	.....		3	###P.E. activity	.....	1	
##P.E. activity	.....	1		*English elective	.....		3
Bible	.....	2	2	##Bible 354 or Bible electives	..	2	2
		<hr/>	<hr/>			<hr/>	<hr/>
		16	18			18	18

- \* Course may be elected from Eng. 201, 202, 251, 252, 271, or 272 that was not elected in freshman year. It is **strongly recommended** that this course be taken during a summer session.
- \*\* Course may be elected from Anthro. 250, 320, 381, 401 or Soc. 305, 345, 401, 405. It is **strongly recommended** that this course be taken during a summer session.
- # N444 must be taken concurrently with N434 and the scheduled Monday evening Bible Class.
- ## Bible 354 is offered every other year during the even years and is a requirement for graduation.
- ### Recommended to be taken prior to the junior year or during intercession or summer sessions. Can be taken anytime.

# DIRECTORY OF PERSONNEL

## APPENDIX

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**BOARD OF TRUSTEES**

1989-1990 Harding University Catalog

**OFFICERS OF ADMINISTRATION**

1989-90

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JAMES F. CARR JR., Ed.D., Assistant to the President

BOBBY L. COKER, Ed.D., Dean of the School of Education

GEORGE H. OLIVER, M.S.A., Acting Dean of the School of Business

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CATHLEEN M. SHULTZ, Ph.D., R.N., Dean of the School of Nursing

PAUL POLLARD, Ph.D., Acting Dean of the College of Bible and Religion

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C. ALVIN FOWLER, B.A., CPA, Assistant Vice President for University  
Relations

L. "BUTCH" GARDNER, M.Ed., Dean of Students

THOMAS M. HOWARD, Ed.D., Director of Institutional Testing and  
Research Services

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WYATT M. JONES, Ed.D., Director of Graduate Studies

CARTER LAMBERT, M.Ed., Director of Alumni Relations

DURWARD McGAHA, M.S.E., Director of Placement and Career Coun-  
seling

LEWIS L. MOORE, Ph.D., Director of Counseling

JOHN W. NUNNALLY, M.S., Director of Computer and Information Ser-  
vices

ROBERT H. REELY, JR., Ed.D., Director of the Center for Management Excellence and Associate Director of the American Studies Institute

BYRON ROWAN, B.S., Assistant Vice President for Finance

WILLIAM W. RYAN, Ph.D., P.E., Director of Physical Plant Services

R. DONALD SHACKELFORD, Th.D., Director of Harding University in Florence

WILLIAM TUCKER, B.S., J.D., University Attorney

ZEARL D. WATSON, B.S., Director of Student Financial Affairs

JAMES L. WHITE, B.A., Director of Admissions Services

DAVID B. WOODROOF, B.A., Director of Educational Media Center



THOMAS C. ALEXANDER, M.Th. (Harding Graduate School of Religion)  
Assistant Professor of Bible. 1978, \*\*1980.

DAVID L. ALLEN, M.B.A., (University of Central Arkansas)  
Assistant Professor of Accounting. 1987.

JAMES R. ALLEN, M.R.E., Hh.D. (Harding Graduate School of Religion,  
Oklahoma Christian College)  
Professor of Bible. 1959, 1981.

TED M. ALTMAN, Ed.D. (North Texas State University)  
Vice President for Student Affairs, Foreign Student Advisor, and Pro-  
fessor of Physical Education. 1963, 1984.

STEPHEN A. BABER, Ph.D. (Texas A&M University)  
Associate Professor of Computer Science and Mathematics and Acting  
Director of Computer Facilities. 1983, 1985.

GEORGE EDWARD BAGGETT, D.M.E. (University of Oklahoma)  
Professor of Music. 1949, 1979.

KARYL V. BAILEY, Ph.D. (Texas A&M University)  
Professor of Physical Education. 1967, 1981.

TIMOTHY B. BAIRD, Ph.D. (University of Missouri at Rolla)  
Assistant Professor of Computer Science and Mathematics and Director  
of Software Support. 1981, 1983.

BARBARA G. BARNES, M.A.T. (Harding College)  
Associate Professor of Physical Education and Director of Women's  
Intramurals. 1965, 1979.

JEROME M. BARNES, Ed.D. (North Texas State University)  
Professor of Education and Dean of Campus Life. 1962, 1976.

LAWRENCE BARR, M.A. (Harding Graduate School of Religion)  
Adjunct Instructor of Bible. 1988.

CRAIG W. BEARD, M.L.S. (Florida State University)  
Assistant Professor of Library Science and Reference Librarian. 1982,  
1985.

CECIL M. BECK, M.A. (North Texas State University)  
Professor of Physical Education and Director of Men's Intramurals.  
1953, 1981.

H. WADE BEDWELL, Ph.D. (Southern Illinois University at Carbondale)  
Professor of Education. 1980.

\*On leave of absence 1988-89.  
\*\*First date indicates year of employment; second date, year appointed to present rank or  
position.

- JAMES BEHEL, M.B.A. (University of Alabama at Montgomery) 1989-1990 Harding University Catalog  
Assistant Professor of Computer Information Systems. 1981.
- WINNIE E. BELL, M.A.L.S. (George Peabody College)  
Professor of Library Science and Librarian. 1959, 1985.
- JOHN G. BOUSTEAD, M.Ed. (Wayne State University)  
Associate Professor of Physical Education. 1978, 1985.
- NICKY BOYD, M.S.E. (University of Arkansas)  
Assistant Professor of Physical Education. 1984.
- LOUISE TRUEX BRADFORD, Ed.D., R.N. (Memphis State)  
Professor of Nursing and Curriculum Coordinator of School of Nursing. 1975, 1987.
- RODGER LEE BREWER, Ph.D. (University of Missouri)  
Associate Professor of English. 1973, 1980.
- HARMON C. BROWN, Ph.D. (University of Missouri at Rolla)  
Professor of Mathematics. 1974, 1984.
- LOIS L. BROWN, M.A. (San Diego State College)  
Associate Professor of Special Education. 1973, 1980.
- PHILIP A. BROWN, M.B.A., (West Virginia University)  
Assistant Professor of Accounting. 1987.
- JESS G. BUCY, M.S.E. (Arkansas State University)  
Professor of Physical Education. 1969, 1986.
- DAVID B. BURKS, Ph.D., C.P.A. (Florida State University)  
President of the University and Professor of Management and Accounting. 1967, 1987.
- \*LOUIS F. BUTTERFIELD, Ed.S. (Indiana University)  
Assistant Professor of Communication. 1971, 1982.
- EDDIE RAY CAMPBELL, M.A.T. (Harding College)  
Associate Professor of Counseling. 1987.
- KATHRYN R. CAMPBELL, M.A.T. (Harding College)  
Associate Professor of Health Education. 1970, 1979.
- JAMES F. CARR, JR., Ed.D. (Indiana University)  
Assistant to the President, and Professor of Education. 1970, 1973.
- JAMES W. CARR, Ph.D. (Florida State University)  
Vice President for Educational Services and Associate Professor of Marketing. 1987.
- LAVON CARTER, M.B.A. (University of Georgia)  
Associate Professor of Management. 1976, 1986.
- J. WARREN CASEY, D.M.E. (University of Oklahoma)  
Associate Professor of Music. 1982, 1985.
- MICHAEL C. CITY, M.D., F.A.A.F.P. (University of Tennessee School of Medicine)  
Adjunct Professor of Nursing. 1976.
- DA'LYNN CLAYTON, M.S., R.N. (University of Michigan)  
Assistant Professor of Nursing. 1985.
- GREGORY CLAYTON, M.F.A. (Eastern Michigan University)  
Assistant Professor of Art. 1985.
- EDDIE CLOER, M.Th. (Harding Graduate School of Religion)  
Associate Professor of Bible. 1976, 1987.
- ROSS COCHRAN, M.Th. (Harding School of Religion)  
Instructor of Bible. 1986.
- BOBBY L. COKER, Ed.D. (University of Arkansas)  
Professor of Education, Director of Teacher Education, and Dean of the School of Education. 1968, 1979.
- MARILEE COKER, M.Ed. (Harding College)  
Adjunct Professor of Education. 1988.
- AVA M. CONLEY, M.A. (Vanderbilt University)  
Associate Professor of Spanish. 1973, 1980.
- MEG COOK, M.S.E. (Harding University)  
Instructor of English. 1987, 1988.
- BOB J. CORBIN, M.Ed. (University of Oklahoma)  
Professor of Physical Education and Research Associate. 1964, 1983.
- MONTE COX, B.A. (Harding University)  
Visiting Professor of Missions. 1988.
- PATRICIA J. COX, M.Ed. (Harding University)  
Assistant Professor of Music. 1981, 1986.
- SHAREN DEACON CROCKETT, M.S. (Ohio State University)  
Associate Professor of Home Economics and Director of Child Development Laboratory. 1968, 1979.
- KATHY DAVENPORT, M.S.N., R.N. (University of Central Arkansas)  
Instructor of Nursing. 1988.
- RETTA DEAN, M.S. (University of Arkansas)  
Adjunct Instructor of Biology. 1988.
- DONALD P. DIFFINE, Ph.D. (University of Mississippi)  
Professor of Economics and Director, Belden Center for Private Enterprise Education. 1971, 1982.
- FAYE M. DORAN, Ed.D. (Pennsylvania State University)  
Professor of Art. 1973, 1984.
- RONALD H. DORAN, M.S. (University of South Carolina)  
Associate Professor of Biology. 1968, 1980.
- MARIBETH DOWNING, Ph.D. (University of Nebraska)  
Associate Dean of Students and Assistant Professor of Sociology. 1974, 1984.

\*On leave of absence 1988-89.

ALVA GENE DUGGER, M.S. (University of Missouri at 1989-1990 Harding University Catalog)  
Associate Professor of Computer Science and Mathematics and Assistant to the Director of Computing Services. 1969, 1987.

DEBORAH G. DUKE, M.S.E. (Harding University)  
Instructor of Math. 1981, 1987.

J. RICHARD DUKE, Ph.D. (Florida State University)  
Associate Professor and Director of Teacher Education, School of Education. 1978, 1985.

J. THOMAS EDDINS, M.Th. (Harding Graduate School of Religion)  
Associate Professor of Bible. 1975, 1986.

TERRY L. EDWARDS, M.A. (Butler University)  
Assistant Professor of Humanities. 1984, 1986.

PHILLIP EICHMAN, Ed.D. (Ball State University)  
Assistant Professor of Biology. 1986.

DAVID T. ELLIOTT, M.A.T. (Harding College)  
Associate Professor of Physical Education. 1969, 1984.

MORRIS RAY ELLIS, Ph.D. (Texas Tech University)  
Associate Professor of Communication. 1971, 1985.

MARK ELROD, M.A. (Vanderbilt University)  
Instructor of Political Science. 1987.

MIKE EMERSON, B.S. (Harding University)  
Instructor in Acct. 1986.

JAMES DONALD ENGLAND, Ph.D. (University of Mississippi)  
Distinguished Professor of Chemistry. 1960, 1971.

LYNN ALEXANDER ENGLAND, M.A. (University of Mississippi)  
Associate Professor of Home Economics. 1966, 1988.

JAMES R. FERGUSON, Ed.D. (East Texas State University)  
Associate Professor of Marketing and Management, 1987.

LEWIS "TONY" FINLEY, Ed.D. (University of Arkansas)  
Assistant Professor of Education. 1984.

JAMES FRANK, B.A. (Harding University)  
Associate Instructor of Physical Education. 1988.

CLIFTON L. GANUS, JR., Ph.D. (Tulane University)  
Chancellor of the University and Professor of History. 1946, 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. 1972, 1987.

CHARLOTTE GIBSON, M.S., R.N. (Texas Woman's University)  
Associate Professor of Nursing. 1985, 1987.

TINA GODWIN, M.S.N., R.N. (University of Texas)  
Instructor of Nursing. 1983, 1987.

GEORGE GOSLIN, B.S.N., R.N. (Harding University)  
Associate Instructor of Nursing. 1986.

FRANKLIN D. HAYES, M.L.S. (George Peabody College)  
Associate Professor of Library Science and Periodicals Librarian. 1975, 1987.

ROBERT L. HELSTEN, M.A. (Harding Graduate School of Religion)  
Professor of Bible and German. 1958, 1982.

LOLETA F. HIGGINBOTHAM, M.A.T. (Harding College)  
Assistant Professor of Home Economics. 1982, 1985.

WILLIAM W. HOLLOWAY, Ph.D. (North Texas State University)  
Professor of Music and Chairman of the Department. 1966, 1987.

\*JEFFREY T. HOPPER, M.M. (Southern Illinois University at Edwardsville)  
Associate Professor of Music. 1974, 1984.

JIM HOUSE, B.S. (Harding College)  
Adjunct Instructor of Business. 1988.

KATHY HOWARD, M.S. (University of Arkansas)  
Assistant Professor of Sociology. 1986, 1988.

THOMAS M. HOWARD, Ed.D. (University of Arkansas)  
Professor of Political Science and Director of Institutional Testing. 1972, 1985.

RONNIE HUCKEBA, M.Ed., (Harding University)  
Assistant Professor of Physical Education, 1988.

DWIGHT E. IRELAND, Ed.D. (University of Arkansas)  
Associate Professor of Psychology. 1977, 1987.

ALLAN L. ISOM, Ed.D. (New Orleans Baptist Theological Seminary)  
Professor of Bible and Assistant Chairman of the Department. 1963, 1984.

MICHAEL JAMES, M.S.M.C. (Arkansas State University)  
Assistant Professor of Communication and Director of Media Productions. 1973, 1987.

ALICE K. JEWELL, M.A. (Indiana University)  
Associate Professor of English. 1968, 1980.

FRED R. JEWELL, Ed.D. (Ball State University)  
Professor of History. 1968, 1981.

\*DAVID M. JOHNSON, M.B.A., C.P.A. (Memphis State University)  
Assistant Professor of Accounting and Administrative Assistant to the Dean of the School of Business. 1982, 1983.

\*On leave of absence 1988-89.



JOE DALE JONES, M.A. (Harding Graduate School of Religion) 1989-1990 Harding University Catalog  
Associate Professor of Bible. 1975, 1985.

WYATT JONES, Ed.D. (University of Alabama)  
Professor of Education and Director of Graduate Studies. 1975.

MICHAEL JUSTUS, M.D., F.A.A.F.P. (University of Arkansas)  
Adjunct Professor of Nursing. 1986.

JOHN E. KELLER, Ph.D. (University of Nebraska)  
Associate Professor of Art. 1979, 1988.

ROBERT J. KELLY, Ed.D. (University of Mississippi)  
Professor of Business Education and Director, Business and Office Education. 1969, 1984.

\*HELEN LAMBERT, M.S., R.N. (University of Southern Mississippi)  
Associate Professor of Nursing and Assistant Dean of School of Nursing. 1986.

\*WILLIAM T. LAMBERT, M.A. (Mississippi College)  
Associate Professor of English and Bible. 1982, 1986.

VIRGIL H. LAWYER, M.A. (North Texas State University)  
Professor of History and Social Science. 1961, 1983.

THEODORE R. LLOYD, M.S. (University of Mississippi)  
Professor of Physical Education. 1964, 1983.

LARRY R. LONG, Ph.D. (Ohio State University)  
Professor of English and Director of Summer Session. 1976, 1986.

JAMES E. MACKKEY, Ph.D. (University of Mississippi)  
Professor of Physics. 1968, 1978.

JEFF MANSUR, B.A., (Harding University)  
Adjunct Instructor of Communication. 1988.

RANDALL B. MADDOX, JR., Ph.D. (University of Mississippi)  
Assistant Professor of Mathematics. 1982, 1988.

WILTON Y. MARTIN, Ed.D. (University of Arkansas)  
Professor of Recreation and Assistant Chairman of the Department of Physical Education. 1972, 1988.

DUANE McCAMPBELL, Ph.D. (University of Arkansas)  
Professor of English and Philosophy. 1969, 1983.

DOROTHEA MCDOWELL, M.S. (University of Maryland)  
Instructor of Nursing. 1988.

W. ROBERT MCKELVAIN, Ph.D. (Texas A&M University)  
Professor of Psychology. 1975, 1988.

JOHN T. MCKINNEY, M.A. (Abilene Christian University)  
Associate Professor of Greek. 1974, 1981.

\*On leave of absence 1988-89.

JOHN MCLEOD, J.D. (Memphis State University Law School)  
Assistant Professor of Business. 1988.

\*C. ROBIN MILLER, M.A. (University of Tennessee at Knoxville)  
Assistant Professor of Communication. 1980, 1983.

ELISSA MILLER, M.N.Sc., R.N., (Memphis State University)  
Associate Professor of Nursing. 1984.

KEN L. MILLER, Ed.D. (Arizona State University)  
Associate Professor of Bible. 1987.

LEWIS L. MOORE, Ph.D. (University of Nebraska)  
Professor of Psychology and Director of Counseling. 1970, 1986.

RAYMOND LEE MUNCY, Ph.D. (University of Mississippi)  
Distinguished Professor of History and Chairman of the Department of History and Social Science. 1964, 1976.

JAN MORGAN, M.ED. (Ouachita Baptist University)  
Instructor of Reading. 1988.

LAMBERT E. MURRAY, Ph.D. (Florida State University)  
Professor of Physics. 1982, 1988.

JAMES D. NICHOLS, Ed.D. (University of Arkansas)  
Associate Professor of Education and Director of Field Experiences. 1977, 1986.

JOHN W. NUNNALLY, M.S. (Florida State University)  
Assistant Professor of Computer Science and Mathematics and Director of Computing Services. 1975, 1987.

NANCY LESLIE O'BRIEN, M.S., R.N. (University of Tennessee Center for the Health Sciences)  
Associate Professor of Nursing. 1976, 1981.

BILL W. OLDHAM, Ed.D. (University of Northern Colorado)  
Professor of Mathematics and Director of Mathematics Education. 1961, 1983.

GEORGE OLIVER, M.S.A. (Central Michigan University)  
Assistant Professor of Management and Marketing and Acting Dean of the School of Business. 1985, 1988.

HARRY D. OLREE, Ed.D. (George Peabody College)  
Professor of Physical Education, Chairman of the Department of Health Physical Education, and Recreation, and Director of Research. 1957, 1966.

JOYCE O'NEAL, B.A. (Harding University)  
Adjunct Instructor of Psychology. 1988.

\*On leave of absence 1988-89.

- DENNIS M. ORGAN, Ph.D. (Texas Tech University) 1989-1990 Harding University Catalog  
Professor of English and Chairman of the Department. 1967, 1984.
- ANN LOUISE PACE, M.S.S.W. (University of Tennessee)  
Associate Professor of Social Work. 1983, 1987.
- \*JEANINE PECK, M.A. (State University New York — Plattsburgh)  
Associate Professor of Education. 1986.
- \*DAVID PERKINS, M.B.A., (Memphis State University)  
Assistant Professor of Accounting. 1985.
- L.V. PFEIFER, M.Div, M.Th. (Golden Gate Baptist Theological Seminary)  
Associate Professor of Bible and Director of The Harding School of Biblical Studies. 1973, 1985.
- PAUL M. PITT, M.F.A. (Memphis State University)  
Associate Professor of Art. 1971, 1981.
- CHARLES PITTMAN, M.A. (Memphis State University)  
Professor of English. 1962, 1986.
- MICHAEL V. PLUMMER, Ph.D. (University of Kansas)  
Professor of Biology and Acting Chairman of the Biology Department. 1970, 1985.
- J. PAUL POLLARD, Ph.D. (Baylor University)  
Professor of Bible and Associate Dean of the College of Bible and Religion. 1974, 1988.
- WALTER L. PORTER, Ph.D. (George Peabody College)  
Professor of Psychology. 1971, 1978.
- TAWNA POUNDERS, B.S.N., R.N. (University of Arkansas Medical Sciences School of Nursing)  
Instructor of Nursing. 1985.
- CAROLYN PRIEST, B.A. (Harding University)  
Adjunct Instructor of Reading. 1988.
- DEAN B. PRIEST, Ph.D. (University of Mississippi)  
Distinguished Professor of Mathematics, Dean of the College of Arts and Sciences. 1962, 1983.
- C. JOHN PROCK, M.T. (Southwestern Oklahoma State University)  
Professor of Physical Education. 1960, 1981.
- JOSEPH E. PRYOR, Ph.D. (Louisiana State University)  
Professor of Physical Science. 1944, 1973.
- NEALE T. PRYOR, Th.D. (New Orleans Baptist Theological Seminary)  
Vice President for Academic Affairs and Professor of Bible. 1962, 1983.
- \_\_\_\_\_
- \*On leave of absence 1988-89.
- RAGSDALE, M.S.E., (Harding University)  
Instructor of Mathematics. 1985, 1988.
- ROBERT H. REELY, Ed.D. (Auburn University)  
Professor of Management and Director, Center for Management Excellence, Management and Marketing Programs for the School of Business. 1980, 1986.
- LARRY RICHMOND, M.Ed., (Harding College)  
Assistant Professor of Physical Education, 1988.
- TERRI RINE, M.Ed., (Harding University)  
Instructor of Home Economics, 1987.
- WARD BRYCE ROBERSON, Ph.D. (Utah State University)  
Professor of Biology. 1964, 1978.
- MARVIN H. ROBERTSON, B.S., J.D. (University of Arkansas)  
Associate Professor of Business. 1979, 1984.
- DON D. ROBINSON, M.A. (Colorado State University)  
Professor of Art and Chairman of the Department. 1962, 1982.
- WILLIAM F. RUSHTON, M.A. (University of Arkansas)  
Professor of Biology. 1960, 1985.
- JOHN H. RYAN, Ph.D. (University of Missouri)  
Professor of Communication and Chairman of the Department. 1961, 1987.
- MARJORIE H. RYAN, M.A.T. (Harding College)  
Assistant Professor of Physical Education. 1961, 1966.
- WILLIAM W. RYAN, JR., Ph.D., P.E. (University of Texas)  
Associate Professor of Computer Information Systems and Physical Plant Engineer. 1983, 1987.
- ED SANDERS, M.A. (Harding Graduate School of Religion)  
Associate Professor of Bible. 1973, 1981.
- JOHN K. SANDERS, M.D. (University of Texas at Houston)  
Adjunct Professor of Nursing. 1988.
- JOE T. SEGRAVES, Ph.D. (University of Kentucky)  
Professor of History. 1963, 1977.
- ANN R. SEWELL, M.M. (Hardin-Simmons University)  
Associate Professor of Music. 1961, 1979.
- DON SHACKELFORD, Th.D. (New Orleans Baptist Theological Seminary)  
Professor of Bible, and Director of Florence, Italy Program. 1972, 1981.
- ARTHUR L. SHEARIN, D.M.A. (University of Colorado)  
Professor of Music. 1972, 1987.
- JACK SHOCK, M.A., (University of Arkansas)  
Assistant Professor of Communication. 1985, 1988.
- MARY R. SHOCK, M.S.S.W. (University of Arkansas Graduate School of Social Work)  
Associate Professor of Social Work and Director of Social Work Program. 1979, 1986.

- CATHLEEN M. SHULTZ, Ph.D., R.N. (Vanderbilt University) 1989, 1990 Harding University Catalog  
Professor of Nursing and Dean of the School of Nursing. 1976, 1986.
- SAM LAURENCE SHULTZ, M.D. F.A.A.P (University of Texas Medical Branch of Galveston)  
Adjunct Professor of Nursing. 1981.
- CARROLL W. SMITH, Ph.D. (University of Oklahoma)  
Professor of Chemistry. 1968, 1979.
- STEPHEN W. SMITH, Ph.D. (Florida State University)  
Professor of Mathematics and Chairman of the Math Department. 1971, 1983.
- SUSAN SMITH, M.S.N., R.N. (University of Central Arkansas)  
Instructor of Nursing. 1985, 1987.
- TERRY SMITH, M.S.W., (University of Arkansas — Little Rock, and M. Div., Abilene Christian University)  
Instructor of Social Work. 1985.
- SUZANNE F. SPURRIER, M.L.S. (Indiana University)  
Associate Professor of Library Science and Circulation Librarian. 1975, 1986.
- DAVID STAGGS, M.D., F.A.A.F.P. (University of Arkansas)  
Adjunct Professor of Nursing. 1981.
- BARBARA KARAFFA STATOM, M.Ed (Bowling Green State University)  
Associate Professor of Business Education. 1973, 1984.
- THOMAS R. STATOM, Ph.D. (University of Alabama)  
Professor of History. 1967, 1986.
- SCOTT STOVALL, M.B.A. (North Texas State University)  
Assistant Professor of Accounting. 1988.
- FRANCIS VAN TATE, Ph.D. (University of Nairobi)  
Professor of Bible, and Director of Mission/Prepare Program. 1973, 1986.
- BURDETTE HENRY TERRILL, M.S.L.S. (Our Lady of the Lake University)  
Associate Professor of Library Science, Librarian for Government Documents and Interlibrary Loans, and Systems Librarian. 1979, 1988.
- JACK D. THOMAS, Ph.D. (Texas A&M University)  
Professor of Psychology, Chairman of the Department. 1974, 1982.
- LINDA THOMPSON, M.Ed. (University of Arkansas)  
Instructor & Director of the Learning Assistance Programs. 1986, 1987.
- TRAVIS THOMPSON, Ph.D. (University of Arkansas)  
Associate Professor of Mathematics and Administrative Assistant to the Dean of College of Arts and Sciences. 1985, 1987.
- RANDY O. TRIBBLE, M.Ed. (Harding University)  
Assistant Professor of Physical Education. 1981, 1987.
- DAVID S. TUCKER, M.A., C.P.A. (Georgetown University)  
Director of the Walton Program and Associate Professor of Economics. 1980, 1987.
- ROBERT C. TULLOS, Ph.D., CCC-SLP (Pennsylvania State University)  
Associate Professor of Communication. 1979, 1988.
- BETTY THORNTON ULREY, M.Ed. (Harding College)  
Associate Professor of English. 1967, 1984.
- EVAN ULREY, Ph.D. (Louisiana State University)  
Professor of Communication. 1950.
- EUGENE UNDERWOOD, Ed.D. (East Texas State University)  
Professor of English. 1970, 1985.
- BETH VANRHEENEN, M.A., (North Texas State University)  
Adjunct Instructor of English. 1988.
- BILLY D. VERKLER, Ph.D. (Mississippi State University)  
Professor of Sociology and Chairman of the Department of Sociology and Social Work. 1957, 1974.
- CHARLES R. WALKER, M.S. (University of Illinois)  
Associate Professor of Business and Marketing. 1965, 1984.
- RICHARD W. WALKER, Ph.D. (Louisiana State University)  
Professor of Communication. 1953, 1968.
- \*JAMES C. WALTERS, M.Th. (Harding Graduate School of Religion)  
Assistant Professor of Bible. 1979, 1982.
- WILL ED WARREN, M.A.R. (Harding Graduate School of Religion)  
Associate Professor of Bible. 1974, 1984.
- PHIL WATKINS, M. Ed. (Harding College)  
Associate Professor of Physical Education. 1974, 1984.
- BETTY WORK WATSON, M.A. (Michigan State University)  
Professor of Elementary Education. 1968, 1986.
- REBECCA WEAVER, M.C.D., C.C.C.-S.L.P. (University of Mississippi)  
Assistant Professor of Communication. 1984.
- NEVA J. WHITE, M.M. (Eastman School of Music)  
Assistant Professor of Piano. 1982.
- WILLIAM D. WHITE, M.D., F.A.C.G. (University of Chicago College of Medicine)  
Adjunct Professor of Music. 1976, 1988.
- WILLIAM D. WILLIAMS, Ph.D. (University of Kentucky)  
Professor of Chemistry and Chairman of the Department of Physical Science. 1954, 1963.
- EDMOND W. WILSON, JR., Ph.D. (University of Alabama)  
Professor of Chemistry. 1970, 1979.

\*On leave of absence 1988-89.

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Associate Professor of Home Economics and Chairman of the Department. 1971, 1984.

GEORGE W. WOODRUFF, Ed.D. (Oklahoma State University)  
Professor of Biology. 1966, 1983.

DOROTHY S. WRIGHT, Dr. de l'Universite (University of Toulouse)  
Professor of French. 1968, 1980.

RAY WRIGHT, D.A. (University of Mississippi)  
Assistant Professor of English. 1986.

WINFRED O. WRIGHT, Dr. de l'Universite (University of Toulouse)  
Professor of French, Chairman of the Department of Foreign Languages and International Studies. 1966, 1976.

DON YATES, B.A. (Murray State University)  
Visiting Lecturer of Computer Science. 1987.

#### EMERITI

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Emeritus Professor of Bible. 1944, 1980.

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Emeritus Professor of Home Economics. 1952, 1987.

GEORGE STUART BENSON, M.A., LL.D.  
President Emeritus and Emeritus Professor of Bible. 1936, 1965.

WILLIAM LESLIE BURKE, M.A.  
Emeritus Professor of Biblical Languages. 1944, 1974.

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Emeritus Professor of Physics. 1954, 1982.

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Emeritus Professor of Art. 1946, 1983.

ERLE T. MOORE, Ed.D.  
Emeritus Professor of Music. 1949, 1982.

JACK WOOD SEARS, Ph.D.  
Emeritus Professor of Biology. 1945, 1986.

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MURREY W. WILSON, M.A.  
Emeritus Associate Professor of Education. 1957, 1981.

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Sixth Grade, 1987.

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Instructor in Bible, Social Studies, and Coach. 1988.

LINDA G. ARNOLD, M.Ed. (Harding College)  
Instructor in Business and Social Studies. 1976.

BILLY RAY BARDEN, M.A.T. (Harding College)  
Instructor in Science and Coach. 1967.

MARK BENTON, B.S. (Harding University)  
Instructor in Science. 1987.

SHIRLEY BOYD, M.A. (Harding University)  
Instructor in English. 1983.

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Instructor in Home Economics and Bible. 1985.

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Principal and Instructor in Bible. 1963, 1967.

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Instructor in Health, Bible, Psychology, and Coach. 1987.

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Instructor in Spanish and French. 1980.

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Superintendent. 1960, 1984.

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Instructor in Music and Bible and Director of Chorus. 1984.

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Elementary Principal. 1979.

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Instructor of Computer Literacy and Career Orientation and Guidance  
Counselor. 1974.

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Elementary Music, 1988.

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Jack Thomas, Betty Watson, Jim White, and Shirley Williams.

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SHERRY FOSTER, Office Manager  
JOYCE M. SLAUGHTER, Administrative Assistant

J. PAUL POLLARD, Ph.D., Acting Dean of the College of Bible and Reli-  
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MARY JOHNSON, Secretary  
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JOY OLIVER, Secretary

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Architecture — GREG CLAYTON, M.F.A.

Chiropractic — CARROLL W. SMITH, Ph.D.

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Dentistry — RONALD DORAN, M.S.

Engineering — LAMBERT E. MURRAY, Ph.D.

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Social Work — MARY SHOCK, M.S.S.W.

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JESS BUCY, M.S.E., Basketball Coach

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 MARGARET JONES, Accounts Receivable  
 RUTH BURT, Accounts Payable  
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**College Laundry and Cleaners**

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**Graduate School of Religion, Memphis, Tennessee**

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PHYLLISS R. WRIGHT, Secretary  
JIM HUDGINS, Assistant Director, Physical Plant  
W.C. EVATT, Electrician Foreman  
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DERAMUS, LARRY LASHLEE, and ALFRED PRINCE, Electricians  
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E.H. BOONE, ROGER EVANS, RAYMOND HARRIS, HAROLD  
MARTIN, WILLIAM SPURLOCK, and DAVID WHITE, Plumbers

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JOHNNY FERGUSON, Supervisor of Grounds

CHESTER WILLIAMS, Maintenance and Construction Superintendent  
JOHNNIE BALLARD, Maintenance Foreman  
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JANE MUSICK, Assistant to the Director of Student Financial Aid  
ANN GUFFEY and LINDA GOLDMAN, B.S.E., Financial Aid Coun-  
selors  
JO MATHIS, PANSY WELLS, JOETTA MARTIN, and EVLYN DAN-  
IEL Financial Aid Assistants

#### **PLACEMENT AND CAREER PLANNING SERVICES**

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tor of Career Planning and Placement  
DENISE MILLER, J.D., Secretary

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vices Librarian  
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brary Loan and Systems Librarian  
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SUE MOORE, B.A., Secretary  
L. 'BUTCH' GARDNER, M.Ed., Dean of Students  
JOYCE S. JOHNSON, Secretary  
KAY GOWEN, MSMC, Dean of Women  
FOY O'NEAL, B.A., Dean of Men and Foreign Student Advisor  
STEVE BELIECH, M.S., Assistant Dean of Men

#### **STUDENT AFFAIRS STAFF:**

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BARBARA MARTIN  
CHARLENE PROCK

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SANDRA K. BOUCHAREB, Director, Cathcart Hall  
JOHNNIE B. COOPER, Director, Kendall Hall  
TAMMY DAWSON, B.A., Director, Sears Hall  
PEGGY HUCKEBA, A.D., Director, Pattie Cobb Hall  
DORIS DALTON, Director, Stephens Hall  
KATRINA TIMMS, B.A., Director, New Married Student Apts.

#### **MEN'S RESIDENCE HALLS**

NEVILLE ADAMS, B.A., Director, Keller Hall

DAVE FLOYD, Ed.S., Director, Harbin Hall  
HAROLD VALENTINE, B.A., Director, Armstrong Hall  
BRETT FRANTZ, B.A., Director, Graduate Hall  
LARRY A. DAUGHETY, Director, New Men's Residence Hall  
ISAAC M. HAMILTON, B.S., Director of Housing  
PATRICIA D. BARRETT, B.A., Assistant Director of Housing, Social Club Activities Coordinator  
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EDDIE R. CAMPBELL, M.A.T., Counselor  
BILLY D. VERKLER, Ph.D., Counselor  
LOUISE PACE, M.S.S.W., Counselor  
CHERYL K. POLLARD, M.Ed., Counselor  
MARY R. SHOCK, M.S.S.W., Counselor  
RUTH ANN DAWSON, B.A., Secretary-Receptionist  
JOY OLIVER, Psychology/Sociology Secretary  
C. PATRICIA RICE, B.S., R.N., University Nurse and Director of Student Health Center  
VIRGINIA CAMPBELL, Health Center Receptionist

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C. ALVIN FOWLER, B.A., C.P.A., Assistant Vice President for University Relations

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GLEN DOL GRIMES, M.A., Director of Development, Harding Graduate School of Religion  
J. ROWAN MCLEOD, B.A., Assistant Director of Development/Administrative  
TIMOTHY L. BRUNER, B.A., Senior Development Officer, Director of Special Programs  
BRETT A. KIRKMAN, B.A., Director of Annual Fund  
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CARTER LAMBERT, M.Ed., Director of Alumni Relations  
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**Endowments and scholarships** and other forms of financial aid have been established by friends of the University in order to assure the permanence of the vital service which Harding is giving.

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.

Scholarship Funds and Loan Funds are established for the specific purpose of providing scholarship aid or loans, respectively, to qualified students. A student applying for financial aid will be a candidate for these funds. Selection of recipients will be determined by the appropriate fund agreement.

**ESTABLISHING ADDITIONAL ENDOWMENT, SCHOLARSHIP, OR LOAN FUNDS:** Studies have shown that for every student in college there is another youth with equal ability who finds it financially impossible to obtain a college education. To invest in these youths is a worth-while work. Harding University invites others to establish similar endowment, scholarship or loan funds.

#### ENDOWED CHAIR:

**ROBERT ROY AND CALLIE MAE COONS CHAIR OF BIOMEDICAL SCIENCE:** Established by Irma Coons Terpenning in honor of her parents, formerly 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.

#### ENDOWMENT FUNDS:

**AMERICAN FOUNDERS ENDOWMENT:** Because of their interest in Christian Education, the men who founded the American Founders Insurance Company presented to Harding for an endowment fund 910 shares of stock.

**THE JONATHAN EDWARD BEDWELL MEMORIAL ENDOWMENT FUND:** Established by family and friends in memory of Jonathan Edward Bedwell, a student at Harding at the time of his death. Income from this fund is to be used for the general operation of the University.

**CLARK DAVID BELDEN ENDOWMENT FUND:** Established by a generous gift from Lomanco, Inc. of Jacksonville, Arkansas, in memory of its founder, Clark David Belden. The purpose of this fund is to endow the Center for Private Enterprise Education, Harding University School of Business.

**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 from this fund is to be used each year in the area where it will do the most good for the University.

**FACULTY SALARY ENDOWMENT FUND:** Established by gifts from the Reader's Digest. Income from this fund is applied each year to faculty salaries.

**FORD FOUNDATION ENDOWMENT:** Harding was included in the extremely liberal gift of the Ford Foundation in 1956.

**JULIA BELUE GAMMILL MEMORIAL ENDOWMENT FUND:** Established by family and friends in memory of Julia Belue Gammill. Income from this fund is to be used for the general operation of the University.

**THE HARRY R. KENDALL FUND:** Mr. Harry R. Kendall left a bequest in the form of stock in 1958. The income from the stock is split evenly between the School of American Studies and faculty salaries. None of the stock can be sold for a minimum of twenty years. The income from this trust is accounted for and handled through a separate fund established for this purpose.

PEARL G. AND ANNA LEWIS MEMORIAL ENDOWMENT FUND: Established in 1907 in memory of W.C. and Anna Lewis. Income from this fund is to be used for the Harding Graduate School of Religion Library.

McCORKLE ENDOWMENT FUND: Established by J. Warren and Madalon Herren McCorkle of Dallas, TX. Income from this fund is used to advance scholarship and emphasize the training of preachers and foreign missionaries. Interested students should make application to the Office of the President.

LAMBERT WALLACE ENDOWMENT FUND: Established in memory of Lambert Wallace, with income to be used to benefit the University.

NINA GRAYSON WARNOCK ENDOWMENT FUND: Established by her daughter and three granddaughters, this fund is in honor of and memory of Mrs. Nina Grayson Warnock, a former member of the Harding University Board of Trustees. Income from this generous gift is to be used each year in those areas where it will do the most good for the University.

W.B. WEST, JR., LECTURE ENDOWMENT FUND: Established in honor of W.B. West, Jr., to endow the annual Harding Graduate School of Religion Lectureship Program.

HELEN H. WILSON ENDOWMENT FUND: Established by Helen H. Wilson of Searcy, a friend of young people and of Harding. Income from gifts to this fund is to be used each year in those areas where it will do the most good for the University.

### SCHOLARSHIP FUNDS:

THE AMERICAN FOUNDERS SCHOLARSHIP FUND of \$100 is available to a worthy student on the basis of scholarship and need. This has been established by the American Founders Insurance Company of Austin, Texas.

KENNETH PAUL ARD MEMORIAL FUND: Established by the family of the late Kenneth Paul Ard with the income to be used to provide grants to University Chorus members to enable them to participate in summer campaigns. Interested students should make application to the Director of the Chorale.

E.B. BAGGETT MEMORIAL MUSIC SCHOLARSHIP FUND was established by the family and friends of the late Elmer B. Baggett, with the income being used to assist students who are members of both the Band and either the Concert Choir or the University Chorus. Application should be made before May 1 through the director of one of those musical groups.

BAKER MEMORIAL SCHOLARSHIP FUND was established by Mrs. Donna Baker Barlar of Nashville, Tennessee, in memory of her parents, Asa and Mary Ann Morton Baker. From this fund, scholarships are awarded to Christian young men who plan to preach or teach the gospel.

T.H. BARTON SCHOLARSHIP FUND was established by Colonel T.H. Barton of El Dorado.

Z. BENSKY SCHOLARSHIP FUND was provided through the generosity of Mr. Z. Bensky of Little Rock to provide scholarship aid for a student in dramatics.

MARGUERITE O'BANION BENSON ENDOWMENT SCHOLARSHIP FUND was established at the Graduate School of Religion for outstanding young men who are preparing for the ministry.

BOOTH BROTHERS MEMORIAL SCHOLARSHIP FUND, established by the Booth Family of Searcy as a memorial scholarship fund, allows income to be awarded annually to a Searcy student.

BOYD-PEGAN ENDOWED SCHOLARSHIP FUND was established by a gift from Glenn & Shirley Boyd in memory of Courtland and Stella Pegan to provide assistance to senior Bible majors who plan to teach.

HENRY JOHNSON BREEDLOVE SCHOLARSHIP FUND OF PREACHING for Bible majors. This scholarship will be assigned by (1) Chairman of Bible, (2) Assistant Chairman of Bible, and (3) Bible Professor. The fund is given by Henry Johnson's wife, Agnes Breedlove.

JEAN S. BRENNEMAN SCHOLARSHIP FUND FOR GIRLS was established by Jean Brennemman to help needy girls who are working their way through school.

GREY MASON MEMORIAL SCHOLARSHIP FUND established by friends and relatives of the late minister to aid worthy students, including Harding Academy.

W.J. CARR SCHOLARSHIP FUND was founded by W.J. Carr of Junction City.

CARR SCHOLARSHIP FOR NURSING established by Taylor B. Carr of Virginia Beach, VA, and Dr. James F. Carr, Jr., of Searcy, AR, in honor of their parents, James F. and Eula Barrett Carr. Scholarships are available to student nurses who plan to enter medical missions or work in a rural setting or a small city in the United States.

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 who have financial need.

JAMES T. CONE MEMORIAL SCHOLARSHIP FUND was established by the 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 was established to honor the memory of Catherine Farrar Williams and to assist junior and senior students in designated areas of the health care field.

ELIZABETH J. COUCHMAN MEMORIAL FUND was established by Mrs. Elizabeth J. Couchman of Winchester, KY, to provide a student scholarship annually.

ADLAI STEVENSON AND MARGARET PRICE CROOM SCHOLARSHIP was established in their honor by their children. To be awarded each year to an upper-class male Bible major from Arkansas.

BRUCE ALAN DAVIS MEMORIAL SCHOLARSHIP is made available each year by the parents of Bruce Alan Davis. Qualified recipients shall be members of the church of Christ who are planning to do full-time church work after graduation or who are children of missionaries of the church of Christ.

DURRINGTON CHURCH EDUCATIONAL DIRECTOR SCHOLARSHIP FUND was established through the generosity of Victor L. Durrington to provide scholarship grants to individual students who plan to work as a church educational director following graduation. Applicants must have a good academic record, be faithful Christians, and be a junior, senior, or graduate student.

JOHN THOMAS ENGLAND AND HENRY HALL MEMORIAL SCHOLARSHIP FUND was established in memory of these two men by their children, Wayne B. and Juanita England Hall. The fund is to provide financial assistance to Christian men attending Harding, preference being given to those who are preparing to preach the gospel.

W.P. EUBANKS MEMORIAL SCHOLARSHIP-LOAN FUND was established by Mr. E.R. Shannon of Clinton, in memory of Mr. and Mrs. P. Eubanks. From this fund, both loans and scholarships are available.

FANNING ORPHAN FUND is available for female students only. One or both parents must be deceased in order to qualify. Scholarships range from \$800 per year and are awarded upon receipt of a formal application. For more information contact: Mr. J.P. Neal, President, Fanning Orphan Scholarship, 421 Cedar Cliff Drive, Antioch, TN 37013.

FIKE-CROPPER SCHOLARSHIP FUND was established at the Graduate School of Bible and Religion by Don and Bonnie Fike of Jackson, MS, to assist committed Christians who plan to preach the gospel either at home or abroad.

C.L. AND LOUISE GANUS SCHOLARSHIP FUND was established in May 1987, upon his retirement by friends of the Ganuses to provide scholarships to deserving students.

GROVER S. AND CAROL L. GARRETT ENDOWED SCHOLARSHIP FUND was 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 the State of Georgia. Awards are based on financial need.

**DR. L.K. HARDING MEMORIAL SCHOLARSHIP FUND** was created by Mrs. L.K. Harding in memory of her husband, Dr. L.K. Harding, the eldest son of James A. Harding, for whom the University is named.

**KATHRYN GWEN HARKER SCHOLARSHIP FUND** was established by Jack L. Harker to honor the memory of his daughter, Kathryn, and to aid full-time students in the School of Nursing.

**MARY ANN WHITAKER HARRIS MEMORIAL SCHOLARSHIP FUND** was established by Jack Harris as a memorial to his wife, Dr. Mary Ann Harris, who taught in the Harding University School of Education. This scholarship fund is designated to assist students in the School of Education, with preference given to elementary education majors.

**LAWRENCE G. HAYS SCHOLARSHIP FUND** was established to assist young men majoring in Bible and Missions. Interest earned from the fund will provide the scholarship aid each year.

**MARION ELLSWORTH AND ELIZABETH WARNER HENDRICKSON SCHOLARSHIP FUND** was established in their memory by their daughter, Mrs. Ruth Utterback of Ashland, WI, to help capable nursing students.

**JOHN H. AND ADA P. HINES ENDOWED SCHOLARSHIP FUND** was established in their memory by their daughter, Margaret L. Hines and their son, Paul Harding Hines. John H. Hines was a gospel preacher for 60 years. While still a young man, he was encouraged by James A. Harding to become a preacher. Income from this fund is to provide financial assistance to "worthy young men preparing to preach Christ," in the words of John H. Hines.

**GAIL AND BILLY IRELAND SCHOLARSHIP FUND** was established to honor the Irelands and to provide scholarship aid to senior psychology majors.

**MICHAEL JOHN AND CHARLES JOHN, JR., SCHOLARSHIP FUND** was 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 at Harding or are enrolled in the two-year School of Biblical Studies.

**JESSE H. JONES AND MARY GIBBS JONES SCHOLARSHIPS**, established through the generosity of Jesse H. Jones and Mary Gibbs Jones of Houston, Texas, provide a fund of \$2,000 annually to finance scholarships for young men and women of outstanding ability in the American Studies Program. Individual scholarships vary from \$230 to \$500 annually.

**HOUSTON T. KARNES ENDOWMENT SCHOLARSHIP FUND** was established by Mrs. Houston T. Karnes and friends of Dr. Karnes to honor his memory by providing scholarship 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, Georgia, in memory of her husband.

**WILLIAM F. AND LIZADA LATHAM MEMORIAL SCHOLARSHIP FUND** was established by Ethel and Pearl Latham to honor their parents and to provide assistance to qualified, full-time students (Undergraduate or HSBS) 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, Oklahoma, permits the interest from the fund to be used for scholarships for ministerial students selected by the University.

**JIM BILL McINTEER SCHOLARSHIP FUND**: Established by friends of Jim Bill McInTeer to provide scholarships to deserving students with preference to students from the Nashville, Tennessee, area.

**C.C. McQUIDDY MEMORIAL SCHOLARSHIP FUND** established by the family of the late C.C. McQuiddy to assist a worthy student.

**MAXIE O'DANIEL MASSIE SCHOLARSHIP FUND** at Harding Graduate School of Religion was established by Hulette J. Massie for the benefit of students from the state of Mississippi or who plan to work in Mississippi.

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**ORPHAN CHILDREN'S SCHOLARSHIP** established by Mr. and Mrs. J.C. Shewmaker for scholarships to students with the financial need. Preference to students whose parents have served fifteen years or more in the mission field. Contact Student Services for application.

**NONA MEADOWS SCHOLARSHIP** established in honor of Nona Meadows by her three sons, Mike, Rusty, and Scott. This scholarship is to be given to a full-time student with financial need with preference to be given to students from El Dorado, AR. Contact Student Services for application.

**WILLIAM P. AND FRANCES B. NEAL ACCOUNTING SCHOLARSHIP FUND** was established by Mr. and Mrs. Neal of Cleveland, Mississippi, to provide grants to qualified junior or senior accounting majors.

**ORPHAN SCHOLARSHIP**: A student who is officially a resident of a children's home will receive a ½ tuition scholarship upon approval by President, Dr. Clifton Ganus.

**NEAL PEEBLES SCHOLARSHIP FUND**, established by the will of Neal Peebles of Searcy, permits the interest of the fund to be used for scholarships of deserving students selected by the University.

**MILTON H. AND SAM W. PEEBLES MEMORIAL SCHOLARSHIP FUND** was started by friends of Lt. Sam W. Peebles, Jr., a graduate of 1938, who was killed in service on November 22, 1944. Subsequently amended to honor Milton H. Peebles, an alumnus and long-time Board member who died June 26, 1981.

**E.L. "BUCK" PERRY AND MAJORIE S. "BUD" PERRY HARDING UNIVERSITY SCHOLARSHIP FUND** was established by Mr. Perry in honor of his wife, Majorie S. "Bud" Perry, to provide funds for needy students to be able to get a college education at Harding. Majorie Perry was a full partner in all the varied family activities. She was an excellent business woman, active in church activities, and helpful to many students both in this country and around the world in getting a college education. The Perrys have sponsored many foreign students, enabling them to get an education in the United States. Both "Buck" and "Bud" Perry have had as their motto "Knowledge is the Key to Success," and they believed this with all their hearts. Their statement was "What better place to get 'knowledge' than at a Christian education facility such as Harding University." Harding University and its students for years to come will be thankful to both E.L. "Buck" Perry and Marjorie S. "Bud" Perry for their beliefs and financial help in making possible an education for many deserving youngsters.

**DUANE E. PRIEST MEMORIAL FUND** was established by friends in memory of Duane E. Priest to be used as a scholarship for pre-medical students.

**JAMES WILKES PUGH SCHOLARSHIP FUND**: Established by the will of James Wilkes Pugh of Amarillo, Texas. Provides scholarship aid to 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** was established in her memory by her husband to help assist outstanding young men and women to receive a quality Christian education.

**READERS DIGEST FOUNDATION SCHOLARSHIP FUND** is an endowment fund whose interest provides scholarship aid to a deserving student.

**KIM RICHARDS SCHOLARSHIP FUND** was established by Mr. and Mrs. M.T. Richards in memory of their daughter to provide financial assistance to a worthy student from Southern Illinois or Southern Florida.

**WILLA MAE RICHTER MEMORIAL SCHOLARSHIP FUND** was 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 senior boy or girl who has financial need and who is a good student and a good citizen of Harding.

**HERBERT AND BETTYE ROBERTSON SCHOLARSHIP FUND** provides from the interest a scholarship to a financially deserving White County resident who is achieving a satisfactory academic record at Harding.

**KENNETH ROSE SCHOLARSHIP FUND** was established by the family and friends of Kenneth Rose to honor his memory by providing scholarship aid to selected university students exemplifying the qualities of Kenneth Rose. Students must be entering their senior year of college having completed at least three semesters at Harding. Application should be made to Dr. Ed Wilson, Professor of Physical Science.

**L.O. SANDERSON MUSIC SCHOLARSHIP** was established to honor L.O. Sanderson and to assist junior and senior music majors who show promise in the area of music composition, church related.

**ROY SAWYER, SR., SCHOLARSHIP FUND:** Established to provide scholarship aid to deserving students with priority to students from Mississippi. Application should be made to the President's Office.

**JEANETTE POMIER SCHUMACHER AND SUZANNE POMIER STARK MEMORIAL SCHOLARSHIP FUND:** Established to provide scholarships to Nursing majors. Applications should be made to the Dean of the School of Nursing before May 1 each year. Awards will be made to those with the greatest need.

**MR. AND MRS. FORREST SHMIDL SCHOLARSHIP FUND:** Established to provide scholarship aid to full-time students majoring in Bible, Biblical Languages or Religious Education. Applications should be made to the Bible Department Chairman.

**JAMES HERBERT SMITH SCHOLARSHIP FUND** was established to honor James' memory by his family and friends. He was a gospel preacher and husband of the Dean of Nursing when killed in a plane crash on May 31, 1979. The fund is to assist members of the church who are pursuing a Bible or Nursing major on a full-time basis.

**RUSSELL L. SIMMONS MEMORIAL SCHOLARSHIP FUND** was established by Mrs. Russell L. Simmons, friends, and associates to provide scholarship grants to junior or senior journalism majors. Application should be made to the Chairman of the Communication Department.

**STEPHEN W. SMOOT MEMORIAL SCHOLARSHIP FUND** was 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. Application should be made to the President of the University.

**G. ERWIN AND MAUDE ANSEL STAUFFER SCHOLARSHIP FUND** was established by Maude Ansel Stauffer of Athens, OH, to assist 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 PUMPHREY STEPHENS SCHOLARSHIP FUND** will provide a scholarship of \$750 to four Stephens scholars named each year.

**ALVIN O. STEVENS MEMORIAL SCHOLARSHIP FUND:** Established to provide scholarship aid to full-time students who are juniors or seniors and are majoring in Bible related fields with preference given to those intending to be full-time foreign missionaries or chaplains. Applications should be made to the Bible Department Chairman.

**RALPH STIRMAN SCHOLARSHIP** was established by friends and relatives of Ralph Stirman, a member of the class of '42.

**EVERT STROUD AND LOUISE STROUD TUCKER NURSING SCHOLARSHIP FUND** was established by Louise Stroud Tucker to provide scholarships for students in the School of Nursing who show financial need.

**H.J. AND MARY FLORA SUDBURY MEMORIAL WORLD EVANGELISM SCHOLARSHIP** is provided annually by H.J. Sudbury and his sons in memory of his wife to deserving students who are involved in world evangelism.

**WILMA M. ULREY COMMUNICATION SCHOLARSHIP** was established from the estate of the late Wilma M. Ulrey by her brothers and sisters in her memory. Scholarship awarded to students of junior standing, majoring in the Department of Communication. Interested students should make application to the Chairman of the Department of Communication.

**THE WALTON SCHOLARSHIP PROGRAM** was established by Sam and Helen Walton of Bentonville, Arkansas, to provide scholarships to students from Central America.

**A. MICHELE WARREN SCHOLARSHIP IN NURSING** is awarded to students already admitted to the nursing major. The scholarship is based on financial need, cumulative grade point average, character, service to others, and future aspirations.

**GRACE WELLS SCHOLARSHIP FUND** was created by Miss Grace G. Wells, of Berkeley, Calif., a former student at Galloway College, for the purpose of helping worthy women to attend Harding.

**VELMA RUTH WEST SCHOLARSHIP FUND** was established by Dr. W.B. West, Jr., and friends, to honor the memory of Mrs. West by providing scholarship assistance to students showing unusual proficiency in Greek. Application should be made to the Dean of the Graduate School of Religion.

**LANNY G. WILDMAN MEMORIAL FUND** was established by the Sherman R. Wildman family of Moro, IL, in memory of their son, Lanny, who was killed June 12, 1966, in an automobile collision, to assist a Bible major.

**WITT FAMILY SCHOLARSHIP FUND** was established by Willis and Lois Witt of Houston, TX, to provide scholarship aid to deserving students.

**WYNNE SCHOLARSHIP FUND** provides, from funds received annually, scholarship aid on the basis of need to students who live within a 25-mile radius of Wynne up to a maximum of one-half the cost of tuition, fees, room and board per student per semester.

**TIMOTHY E. YATES MEMORIAL SCHOLARSHIP FUND** is available to juniors and seniors majoring in math, computer science, biological science or physical science. Students must maintain a grade point average of 3.4 in their major field and a cumulative GPA of 3.2. Applicants should contact the Dean of College of Arts and Sciences.

**LOAN FUNDS:**

**SAMUEL ARRINGTON LOAN FUND** was established by Gervis J. Arrington of Stephens in memory of his grandfather.

**NEW LEAD BELT LOAN FUND,** established by Christians at Viburnum, Missouri, provides loans up to \$300 for worthy students.

**DR. GEORGE S. BENSON STUDENT LOAN FUND** was established by the faculty of Harding in honor of Dr. Benson's election as Arkansan of 1953. It provides for short term loans to undergraduate students.

**CHARLES BRADLEY MEMORIAL LOAN FUND** was established in memory of the late C.L. Bradley of Searcy.

**PHYLLIS COOKE MEMORIAL LOAN FUND** established by James R. Cooke in memory of his wife to provide help to needy home economics majors, preferably majors in dietetics and institutional management.

**CHUCK DEAN MEMORIAL LOAN FUND** was established by the family of Mr. Dean to provide financial assistance to worthy students.

**MR. AND MRS. JIM G. FERGUSON STUDENT LOAN FUND** is available to worthy students who have done satisfactory work in Harding for at least one semester and show a satisfactory scholarship need. The maximum loan is \$150 per semester. The amount loaned to any one student shall not exceed \$400.

**JAMES FERNANDEZ LOAN FUND** was established by Mr. Fernandez. Applicants must be enrolled in the Graduate School of Religion, the School of Biblical Studies, or the undergraduate program of the University majoring in Bible, Biblical Languages or Missions.

**MRS. MILDRED J. FERRELL LOAN FUND** was established by the family and friends of Mrs. Ferrell to provide assistance to worthy students.

**W.C. FRANCE STUDENT LOAN FUND** was established by Mrs. W.C. France to help needy students attend Harding. This loan is to be repaid beginning at the time the baccalaureate degree is completed or the student ceases to be a student. A small amount of interest will be charged until the loan is paid.

C.L. GANUS LOAN FUND, established by the late C.L. Ganus, Sr., of 1989-1990 Harding University Catalog  
ana, is a loan fund for deserving students who could not otherwise attend college. As these loans are repaid, other students make use of the fund.

**CHARLES KENNETH AND MARIE SCHELL HAMMON LOAN FUND** was established by Mrs. Charles Kenneth Hammon to enable mature, responsible students to borrow funds for school expenses and to repay the loan after graduation. Juniors and seniors may apply.

**HARDING UNIVERSITY LOAN FUND NUMBER 10** is provided anonymously by a friend of the University to help worthy students.

**LAWRENCE G. HAYS LOAN FUND** was established to assist young men majoring in Bible or Missions.

**IRA B. HENTHORN STUDENT LOAN FUND** was established by a gift of stock to the University to help worthy students.

**ARTHUR E. HILLMAN BUSINESS STUDENT LOAN FUND:** Established by Arthur E. Hillman of Honolulu, Hawaii, to assist deserving business students who have been recommended by the Dean of the School of Business.

**MARY B. JACK PREACHER'S LOAN FUND** was established to provide financial assistance to young men preparing to preach the gospel.

**MR. AND MRS. LEMAN JOHNSON STUDENT LOAN FUND**, given by Mr. and Mrs. Leman Johnson of Wenatchee, Washington, is used to assist Bible majors.

**G.R. KENDALL STUDENT LOAN FUND** was established in honor of the late G.R. Kendall of Chicago, Illinois.

**H.R. KENDALL LOAN FUND** was provided by H.R. Kendall, of Chicago, Illinois, to assist students majoring in Bible and religion.

**HOWARD NOLAN LEMMONS MEMORIAL LOAN FUND** was established in 1969 in memory of Howard Lemmons.

**MRS. CECILE B. LEWIS MEMORIAL LOAN FUND** is a revolving loan fund to provide short-term loans to deserving students.

**W.P. AND BULAH LUSE OPPORTUNITY TRUST FUND** was established by Mr. and Mrs. W.P. Luse of Dallas, Texas. Funds provided by this trust are lent to pre-engineering students only.

**MONTGOMERY-SUMMIT MEMORIAL FUND** was established by members of the Education Department and other friends of Dr. Clyde R. Montgomery and Dr. W.K. Summitt, prominent educators of the University.

**T.C. AND KATE McCOLLUM MORRIS MEMORIAL LOAN FUND** was established by friends and relatives of Mr. and Mrs. Morris to assist worthy students.

**NEW ORLEANS ALUMNI ASSOCIATION LOAN FUND** was established to assist needy students from Louisiana.

**DELLA NICHOLAS LOAN FUND** is available for ministerial students at the undergraduate level. This was made available by the will of the late Della Nicholas of Huntington, West Virginia.

**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** was established by their children to assist needy junior and senior students with a major other than Bible or Missions, preference being given to married students.

**SIDNEY RUBY MEMORIAL LOAN FUND** was established by his wife and children in memory of Mr. Ruby, who was superintendent of schools at Atkins for many years.

**MR. AND MRS. JESSE P. SEWELL LOAN FUND** is available to capable and worthy ministerial students who have attended Harding at least one semester.

**CARL AND CECIL SHORES MEMORIAL STUDENT LOAN FUND** was established by the family of Carl and Cecil Shores, who were residents of Cave Springs, to help needy students obtain a Christian Education.

**WILLIAM WAYNE SMITH AND MARJORIE DWAYNE SMITH HARDEN MEMORIAL LOAN FUND FOR NURSING** provides loans for deserving students in nursing, priority given those planning a career in research.

**STERLING STORES, INC., STUDENT LOAN FUND** is available to deserving students who have attended Harding at least one semester, who are doing satisfactory work, and who are of good character.

**VAN STEWART MEMORIAL LOAN FUND** was established by students from Harding who worked with Van during the summer of 1973.

**STUDENT LOAN FUND** is provided to help worthy students at Harding.

**STUDENT MISSIONARY LOAN/GRANT FUND FOR SINGLE WOMEN** was established by Mr. and Mrs. James S. McDonald of Doctor's Inlet, FL, to assist single women students at Harding whose plans call for their entering mission work upon graduation. Loans will be made during the student's senior year and will be forgiven if two years are spent in mission work. Application should be made to the Bible Department.

**W.K. SUMMITT MEMORIAL FUND** was established by friends of Dr. W.K. Summitt, who had given thirty years of service to Harding at the time of his death in 1965.

**ILA TULLOSS MEMORIAL LOAN FUND** was established by the many friends of Mrs. Tulloss, who enjoyed working with the college students.

**MR. AND MRS. LEE C. UNDERWOOD LOAN FUND** was established by Dr. and Mrs. John Gill Underwood to assist needy and worthy students with preference given to students from N.W. Louisiana.

**CURTIS WALKER MEMORIAL LOAN FUND** has been established in honor of the late Curtis Walker, who was plant manager of the Searcy Sperry-Remington Industrial Corporation at the time of his death. Funds were contributed by employees at Sperry-Remington. Walker was a tireless civic worker who participated in leadership capacities in three Harding campaigns in the Searcy Community.

**ANITA WELLS LOAN FUND** was established by Miss Anita Wells of California, to provide assistance to needy students.

#### AWARDS:

**GANUS AWARDS** of \$100 each are given to the boy and girl making the highest scholastic averages at Harding during the academic year. These awards are given through the generosity of the late Mr. C.L. Ganus, Sr., of New Orleans, LA.

**WALL STREET JOURNAL MEDAL** and a one-year subscription to the publication each spring are awarded by the School of Business to the business major who has the best academic record and has been using the **Wall Street Journal**.



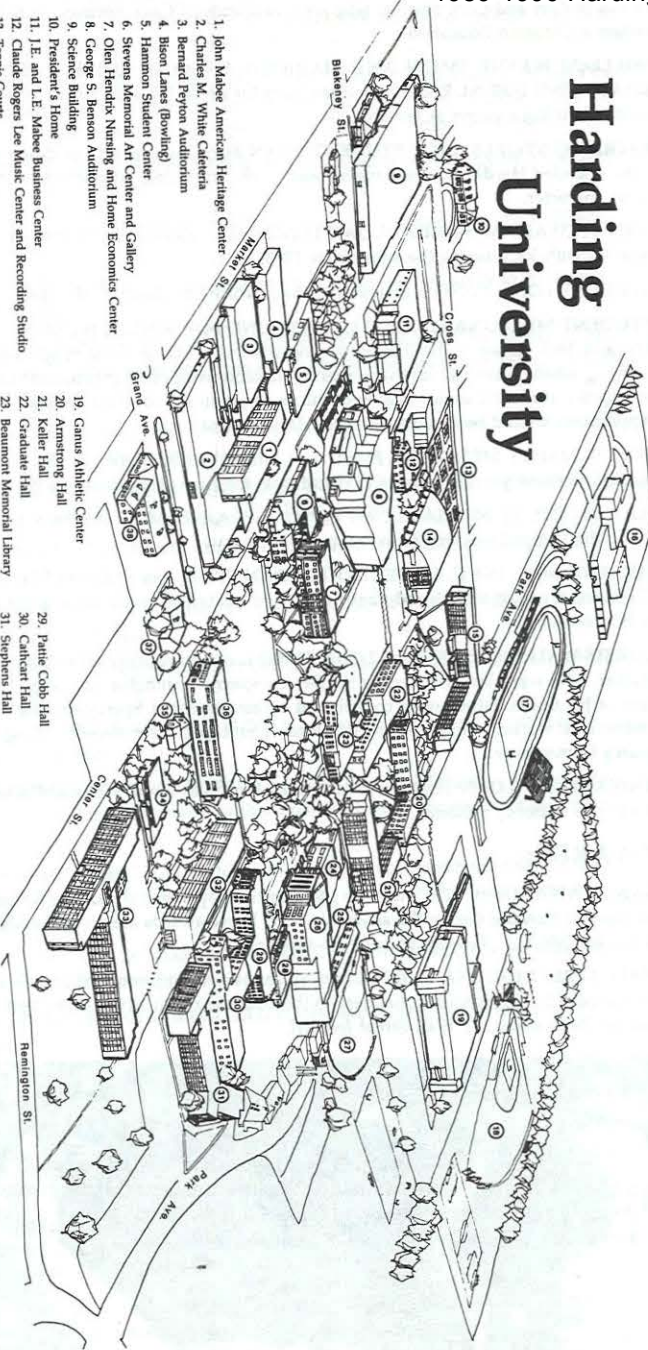
# Harding University

1. John Makee American Heritage Center
2. Charles M. White Cafeteria
3. Bernard Peyton Auditorium
4. Bison Lane (Bowling)
5. Hammon Student Center
6. Stevens Memorial Art Center and Gallery
7. Olen Hendrix Nursing and Home Economics Center
8. George S. Benson Auditorium
9. Science Building
10. President's Home
11. J.E. and L.E. Makee Business Center
12. Claude Roggen Lee Music Center and Recording Studio
13. Tennis Courts
14. Rhodes Memorial Field House
15. Harbin Hall
16. Harding Academy
17. Alumni Field
18. Jerry Moore Field

19. Gannus Athletic Center
20. Armstrong Hall
21. Keller Hall
22. Graduate Hall
23. Beaumont Memorial Library
24. Ezell Bible Building
25. Television Studio
26. Administration Building
27. Intramural Field
28. Campus Building

29. Pattie Cobb Hall
30. Calhoun Hall
31. Stephens Hall
32. Kendall Hall
33. Sears Hall
34. Sewell Hall
35. Walton Center for International Studies and Learning Assistance Center

36. American Studies Building
37. Campus Ministry/AWH House
38. Health Center and Counseling Center



All students in attendance at Harding University are expected to be honorable and to observe standards of conduct appropriate to a community of Christian scholars. The University 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* — Using or attempting to use unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism* — Representing the words, ideas or data of another as one's own in any academic exercise.
3. *Fabrication* — Unauthorized falsification or invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty* — Intentionally or knowingly helping or attempting to help another student commit an act of academic dishonesty.
5. *Ethical Infraction* — Consuming chemicals which are known to alter thinking and can cause physical or behavioral changes, provided that these chemicals are not taken under the direct supervision of a qualified physician.

Academic misconduct matters shall be resolved by the involved faculty member, divisional academic misconduct facilitator, the department chairman or the academic dean of the division in which the alleged action occurred. Appeals from the academic dean's decisions may be made to the Vice President for Academic Affairs. The procedure hereinafter set out shall be followed in order to facilitate a full, fair and equitable resolution to allegations of academic misconduct.

### RESOLUTION BY FACILITATOR OR DEPARTMENT CHAIRMAN

A faculty member (or any other person(s) ) who has reasonable cause to believe a student has engaged in an act of academic misconduct should forthwith confront the student(s) with the allegation(s) and strive to resolve the problem. If a resolution cannot be reached, the faculty member shall report the matter:

- (a) To the department chairman if the incident occurs within the College of Arts and Sciences, or
- (b) To the divisional academic misconduct facilitator (appointed by the divisional academic dean) if the incident occurs within the School of Business, School of Education, School of Nursing or College of Bible and Religion.

The facilitator or department chairman, as the case may be, will discuss the matter with the faculty member (and/or other appropriate person(s) ), ascertain the circumstances involved and review any pertinent materials in order to determine if a reasonable or sound basis exists for believing that academic misconduct has occurred. If the facilitator/department chairman concludes that there is reasonable or sound basis for believing an act of academic misconduct may have been committed, then the facilitator/department chairman will promptly arrange a conference with the student. The student will be informed that an issue of possible academic misconduct exists and that further investigation of the circumstances by the facilitator/department chairman may be necessary in order to determine whether an act of academic misconduct has occurred.

The student will be informed that he or she (a) is not required to make any statement at all regarding the matter under investigation, (b) may make a voluntary statement if he or she chooses, and (c) has a right to present any evidence, supporting witnesses and other information to the facilitator/department chairman.

1. The matter will be dismissed if evidence is presented which leads the facilitator/department chairman to conclude that the student did not engage in an act of academic misconduct.
2. The matter will be concluded at the conference level if the student makes a voluntary written admission that he or she engaged in an act of academic

misconduct. In matters where an admission is made the facilitator/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 from the institution.

3. The matter will be forwarded to the academic dean if (a) not resolved by dismissal of the charge or admission of wrongdoing, or (b) either the student or the faculty member insists upon further review of the situation. The facilitator/department chairman has the authority to refuse to take a voluntary written admission and will forward the matter to the academic dean if the facilitator believes that the offense may warrant suspension or expulsion.

#### RESOLUTION BY ACADEMIC DEAN

Any matter not resolved by the facilitator/department chairman will be resolved by the academic dean. The academic dean will arrange conferences with the faculty member, student and others as may be appropriate, to discuss the matter in question. The student will be given opportunity to make a statement, present any evidence, witnesses or materials favorable to the student's position. The academic dean, after careful deliberation, will render a decision. The student will be informed in writing of the dean's decision.

#### APPEAL

If the student has been found in violation of the Code of Academic Conduct and a penalty has been imposed, the student will be informed in writing by the Dean of the right to appeal either the violation of the Code or the penalty imposed to the Vice President for Academic Affairs. The student's appeal must occur within forty-eight (48) hours of receipt of notice of the Dean's decision. On receiving notice of an appeal, an appropriate person in the Vice President for Academic Affairs' office will schedule a conference with the student to explore the circumstances and reasons for an appeal. If, after meeting with the student and if after conferring with others as may be appropriate, the designated official in the Vice President for Academic Affairs' office is able to reach a satisfactory and agreeable solution to the matter, the appeal process will be concluded at this point. If, however, mediation of the appeal fails, then the Vice President for Academic Affairs shall convene a panel to resolve the issues that remain. The panel will consist of the Vice President for Student Affairs, the Vice President for Academic Affairs, one student (appointed by the President of the SA) and one faculty person (appointed by the President); both the student and the faculty person will come from the division in which the alleged misconduct occurred. The Vice President for Academic Affairs will serve as hearing administrator and will coordinate and preside at all such meetings conducted to resolve the academic misconduct issues; the hearing panel administrator will have a vote in determining the decision of the panel and will serve the panel in matters of process and procedure. The panel's decision will be final and will conclude the process insofar as the University is concerned.

The hearing shall be conducted in a manner which ensures that substantial justice is done and shall not be restricted by the rules of evidence common to criminal court proceedings. All witnesses shall be required to attest to a statement regarding the accuracy of the testimony to be given. The usual order shall be the submission of evidence by the accused student, the submission of rebuttal evidence in support of the charge(s), the submission of evidence by the accused and, finally, any closing arguments. Evidence of previous violations of University rules and regulations or violations of local, state or federal laws, ordinances and regulations shall not be considered in any way in determining whether the violation charged was in fact committed, but such evidence may be considered in determining the appropriate sanction.

The involved faculty and the accused student shall have reasonable opportunity for the cross-examination of witnesses. If a witness is unavailable, the panel shall determine whether or not, in the interest of fairness, the written evidence of such witness shall be admitted. However, in no case shall such evidence be considered unless an opportunity for rebuttal is provided. Hearing proceedings (excluding the delibera-

tions of the panel) will be tape recorded. The hearing will be open only to the student, involved faculty, witnesses and representatives of the Vice President for Academic Affairs. Neither legal counsel nor the parents of the accused shall be permitted to appear before the panel except as a witness.

#### RECORDS

The name, student number and academic division of each Harding University student who admits or is found guilty of academic misconduct shall be forwarded to the Office of the Vice President for Academic Affairs which will act as a central clearinghouse for the names of all academic misconduct offenders. The Vice President for Academic Affairs' office will assist the divisional facilitator/department chairman or Dean in determining whether or not the student has a prior offense of academic misconduct. If it is determined that a student is guilty of academic misconduct then the student's prior record of academic misconduct shall be considered in imposing a penalty.

#### Academic Grievance Procedure

If a student at Harding University has reason to question the decision of a teacher with regard to a grade received in a course or unreasonable denial of academic progression, a due process procedure has been established to resolve the student's grievance. Reasons for the unfair assignment of a grade might include, but shall not be limited to, such things as unreasonable prejudice, bias, discrimination, arbitrary action or failure to receive due process. The established due process procedure is as follows:

1. The aggrieved student should register his or her complaint, in writing, to the involved faculty within seven (7) days following the incident. Within the writing, the student shall set forth reasons and grounds for their grievance. Upon receipt of the complaint, the involved faculty shall forthwith meet with the student 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 Sciences or College of Bible and Religion, then it shall be the responsibility of the student to register his or her complaint in writing with the department chairman. Upon receipt of the complaint, the department chairman shall forthwith meet with the student and the involved faculty and strive to resolve the problem. If a resolution cannot be reached within five days then it shall be the responsibility of the student, if so desired, 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 School of Business, School of Education, School of Nursing or College of Bible and Religion, then it shall be the responsibility of the student, if so desired, to initiate the grievance procedure set forth in paragraph 2 and following.
2. If, after completion of the procedure set out in paragraph 1 above, a student believes that his or her grievance has not been equitably resolved then that student may file an appeal in writing with the respective dean and set forth within the appeal the grounds and reasons of the appeal. The said dean shall immediately notify the involved faculty of the appeal and upon notification, the faculty member shall have three days to respond in writing to the allegations of the aggrieved student.

Within five (5) days of receipt of the appeal, the involved dean shall appoint an Ad Hoc Grievance Committee and notify the student and faculty member of the date and time to appear before the Grievance Committee for a formal hearing on the allegations and issues. The hearing shall 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 sessions excluding intersessions.)



The hearing shall be conducted in a manner which ensures that substantial justice is done and it shall not be restricted by the rules of evidence 1989-1990 Harding University Catalog criminal proceedings. All witnesses shall be required to attest to a statement regarding the accuracy of the testimony to be given. Each party shall have the right to be accompanied by one other person but that person shall not be the student's parent, guardian nor legal counsel. The hearing will be open only to the aggrieved student, the involved faculty and witnesses. Neither legal counsel, guardian nor parents of the aggrieved student shall be permitted to appear before the Ad Hoc Grievance Committee except as a witness. Hearing proceedings (excluding the deliberations of the Ad Hoc Committee) shall be tape recorded.

Each party shall make a brief opening statement. Evidence shall then be presented by the teacher in support of the grade assigned to the student or the denial of academic progression. Thereafter, the student shall be permitted to present evidence in support of his or her allegations. Thereafter, both sides shall then be permitted then to present rebuttal evidence followed by a closing statement. During the hearing the student and the professor shall have reasonable opportunity for orderly cross-examination of the witnesses. Evidence may be presented in the form of witnesses or documents which are relevant to the issues to be determined by the Committee.

At the conclusion of the evidence, the hearing shall be adjourned and the Committee shall have three days to reach a final decision. The decision shall be submitted in writing by the Committee chairperson to the student, involved faculty and dean. The decision of the Committee shall be by majority vote.

3. The decision of the Ad Hoc Grievance Committee may be appealed by the student or the faculty member to the Vice President for Academic Affairs. Such an appeal must be filed within three (3) days from the receipt of the decision by the Ad Hoc Grievance Committee. Upon receipt of the appeal, the Vice President for Academic Affairs shall forthwith cause to be prepared a transcript of the hearing before the Ad Hoc Grievance Committee. That transcript, along with all documents submitted by both parties will be reviewed by the Ad Hoc Appeals Committee appointed by the Vice President for Academic Affairs. The Committee shall be composed of three persons and the Vice President for Academic Affairs shall serve as the chairman for the Committee. The responsibility of the Ad Hoc Appeals Committee shall be to review the record created before the Ad Hoc Grievance Committee and to render a decision based on a review of the record. There shall be no opportunity for presentation of additional evidence before the Ad Hoc Appeals Committee. The Ad Hoc Appeals Committee may take one of the following actions:

- a) They may affirm the decision made by the Ad Hoc Grievance Committee in which case the decision is final.
- b) They may remand the decision of the Ad Hoc Grievance Committee for additional evidence, reconsideration and redetermination. The redetermined decision of the Ad Hoc Grievance Committee is subject to further appeal to the Vice President for Academic Affairs.
- c) They may reverse the decision of the Ad Hoc Grievance Committee and render their own decision in which case their decisions shall be final.

Upon final decision of the Ad Hoc Appeals Committee, the student shall have exhausted his right of appeal within the University.

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**FALL SEMESTER — 1990**

President's Reception for Faculty	4:00-6:00 p.m., Aug. 23
Faculty Conference at Camp Tahkodah	Aug. 24
Student IMPACT	Aug. 25-28
Registration for all students	Aug. 27-28
Classes begin on regular schedule	8:00 a.m., Aug. 29
Final date for enrolling for fall semester	Sept. 17
Final date for application for degree on Dec. 22	Sept. 21
Lectureship	Sept. 30-Oct. 3
Alumni Day and Homecoming	Oct. 26-28
Thanksgiving recess	5:00 p.m., Nov. 16 to 8:00 a.m., Nov. 26
Dead week	Dec. 12-17
Final examinations	Dec. 18-21
Graduation exercises	10:00 a.m., Dec. 22
Christmas recess	12:00 noon Dec. 22, to 8:00 a.m., Jan. 7, 1991

**SPRING SEMESTER — 1991**

Registration for all students	Jan. 7-8
Classes begin on regular schedule	8:00 a.m., Jan. 9
Final date for enrolling for spring semester	Jan. 28
Final date for application for degree on May 11	Feb. 9
Spring recess	5:00 p.m., March 8 to 8:00 a.m. March 18
Youth Forum and Spring Sing	April 13-14
Dead week	May 1-3
Final examinations	May 6-10
Graduation exercises	10:00 p.m., May 11

**SUMMER TERM — 1991**

Intersession	May 13-29
Registration for all students	June 10
Classes begin, First Session	7:30 a.m., June 11
Final date for enrolling for First Session	June 17
Final examinations, First Session	July 12
Classes begin, Second Session	7:30 a.m., July 15
Final date for application for degree on August 16	July 16
Final date for enrolling for Second Session	July 22
Summer's End Session	July 29-Aug. 14
Final examinations, Second Session	Aug. 15
Graduation exercises	10:00 a.m., Aug. 16