

1979

Harding University Course Catalog 1979-1980

Harding University

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1979-80

1979-1980 Harding University Catalog

HARDING UNIVERSITY



Catherine Gould
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FALL SEMESTER — 1979

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|---|--|
| Faculty Conference | Aug. 24 |
| Freshman Assembly | 8:00 a.m., Aug. 27 |
| Assembly for sophomores, juniors, and seniors not previously advised | 8:00 a.m., Aug. 27 |
| Orientation and advising | Aug. 27-28 |
| Registration for all students | 9:00 a.m.-4:00 p.m., Aug. 27-29 |
| Registration for all students | 9:00 a.m.-4:00 p.m., Aug. 27-29 |
| Classes begin (classes meet on regular schedule) | 8:00 a.m., Aug. 30 |
| Final date for application for degree on Dec. 21 | Sept. 21 |
| Lectureship | Oct. 2-5 |
| General English CLEP Test | Oct. 18 |
| Graduate Record Examinations | Oct. 20 |
| Graduate Management Admissions Test | Oct. 27 |
| Supervised teaching | Oct. 29-Dec. 21 |
| CLEP Tests (all except General English Test) | Monthly on Thurs. of 3rd week |
| Junior English Proficiency Test | 4:30 p.m., Oct. 22 |
| Alumni Day and Homecoming | Nov. 10 |
| National Teacher Examinations | 8:00 a.m., Nov. 10 |
| Thanksgiving recess | 5:00 p.m., Nov. 21 to 8:00 a.m., Nov. 26 |
| Graduate Record Examinations | 8:00 a.m., Dec. 8 |
| Dead week | Dec. 12-14 |
| Final examinations | Dec. 15-20 |
| Graduation exercises | 10:00 a.m., Dec. 21 |
| Christmas recess | 12:00 noon, Dec. 21 to 8:00 a.m., Jan. 7, 1980 |

SPRING SEMESTER — 1980

| | |
|--|---|
| Orientation of new students | Jan. 7 |
| Advising of freshmen and new students | Jan. 8 |
| Registration for all students | 9:00 a.m.-4:00 p.m., Jan. 7-9 |
| Classes begin (classes meet on regular schedule) | 8:00 a.m., Jan. 10 |
| Final date for application for degree on May 11 | Feb. 1 |
| National Teacher Examinations | 8:00 a.m., Feb. 16 |
| Graduate Record Examination (Aptitude only) | 8:00 a.m., Feb. 23 |
| CLEP Tests (all except General English Test) | Monthly on Thurs. of 3rd week |
| Spring recess | 5:00 p.m., March 7 to 8:00 a.m., March 17 |
| Supervised teaching | March 10-May 9 |
| Youth Forum and Spring Sing | April 3-5 |
| Junior English Proficiency Test | 4:30 p.m., April 7 |
| Graduate Record Examinations | 8:00 a.m., April 26 |
| Dead week | April 30-May 3 |
| Final examinations | May 5-10 |
| Graduation exercises | 2:30 p.m., May 11 |

SUMMER TERM — 1980

| | |
|--|-----------------------------|
| Orientation of new students | June 9 |
| Advising students | June 9 |
| Registration for summer term | 9:00 a.m.-4:00 p.m., June 9 |
| Classes begin, first session | 7:30 a.m., June 10 |
| Junior English Proficiency Test | 3:30 p.m., June 16 |
| CLEP Tests (all except General English Test) | 8:00 a.m., June 12 |
| Graduate Record Examinations | 8:00 a.m., June 14 |
| General English CLEP Test | June 21 |
| Final examinations, first session | July 10-11 |
| CLEP Tests (all except General English Test) | 8:00 a.m., July 12 |
| Classes begin, second session | 7:30 a.m., July 14 |
| Final Date for application for degree on Aug. 15 | July 16 |
| National Teacher Examinations | 8:00 a.m., July 19 |
| Junior English Proficiency Test | 3:30 p.m., July 21 |
| Final examinations, second session | Aug. 14-15 |
| Graduation exercises | 10:30 a.m., Aug. 15 |

Undergraduate and Graduate Course Listings



An Invitation

With the beginning of the fall, 1979, semester, Harding moves into another era of its existence — this time as Harding University. The broad scope of our curriculum, the excellence of our teaching faculty and the desire to serve meaningfully God and our fellow men provide new opportunities for Harding as a Christian school. 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 on the first floor of the Ganus Building adjacent to the Administration Building. The office is open 8-12 and 1-5 on Monday through Friday. Admissions counselors are available on weekends by appointment.

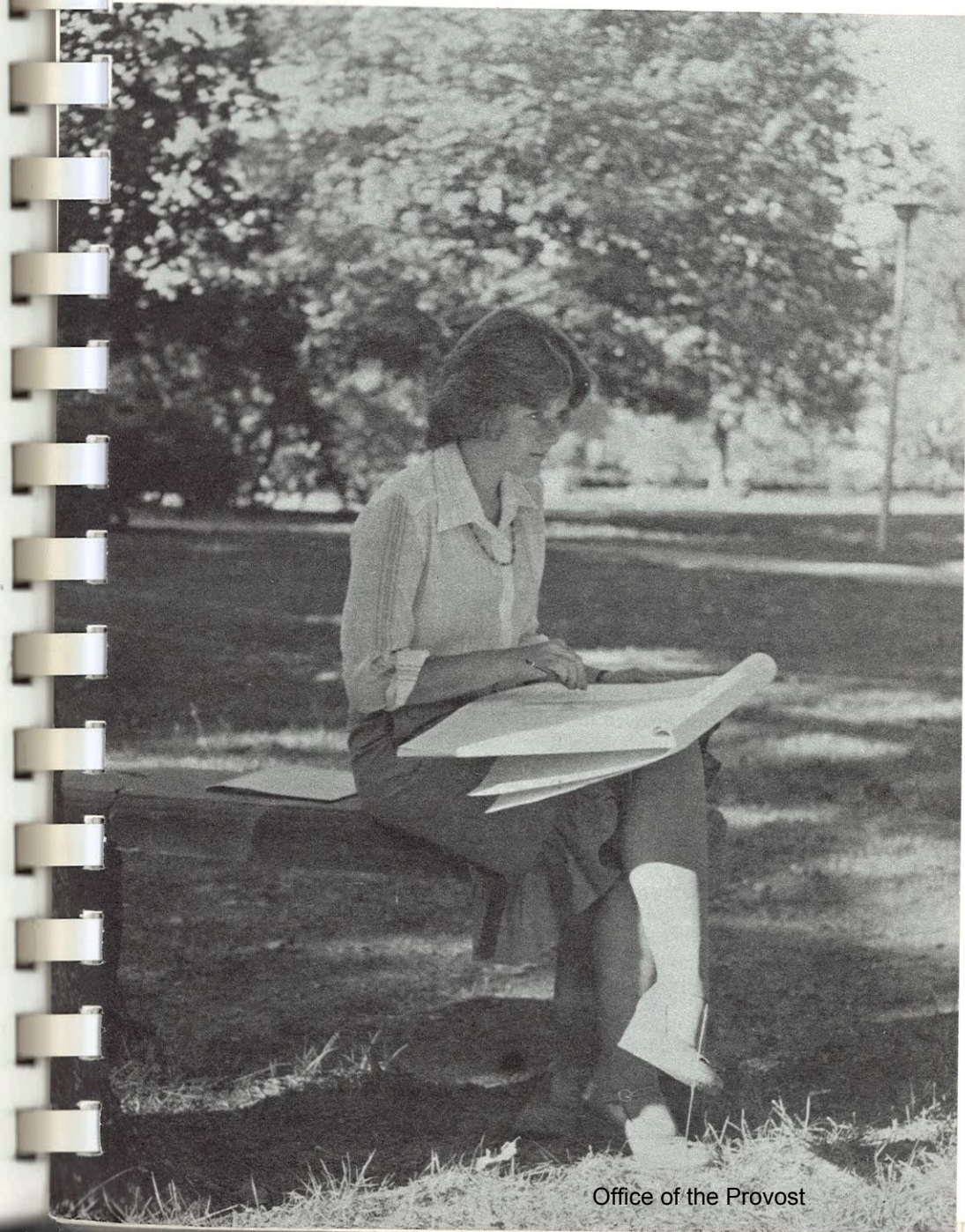
President

Harding University
Searcy, Arkansas 72143
Telephone: 501/268-6161

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Purpose . . . History . . . Location . . . Accreditation . . . Campus . . . Buildings . . . Special Teaching Aids . . . Special Programs



HARDING UNIVERSITY IS A CHRISTIAN INSTITUTION

of higher education composed of a college of arts and sciences; schools of business, education, and nursing; a graduate program in education, and, located in Memphis, Tennessee, a 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.

Harding exists for the sake of the student — to help him understand the environment in which he lives and to help him live harmoniously with it; to encourage his enjoyment of life and his individual contribution to the meaningfulness of it; to develop his mental ability to the fullest capacity, inspiring in him creativity and truth-seeking.

An amalgam of factors makes up a college education and leads to the achievement of Harding's purposes. Chiefly, these factors are the assistance of interested instructors and counselors, the academic courses organized to meet the student's needs, and the activities that give opportunity for inspiration, recreation, cooperation with others, and leadership training.

Students will find association with the faculty a stimulating and challenging intellectual experience. Faculty members at Harding are concerned with all the needs and requirements of students and desire to help in the solution of any problem, whether academic or personal.

The curriculum is designed to give students adequate preparation for a chosen vocation or profession and to provide for all students intellectual, social and spiritual development. The entire curriculum, as well as individual courses, is revised periodically to meet the changing requirements of students.

Student activities give many opportunities for self-development. Sports, dramatics, debate, music, publications, and other activities afford growth in leadership and the exercise of particular skills and abilities. Lectures, concerts, and special seminars stimulate intellectual and cultural growth. Social clubs encourage democratic, Christian cooperation as well as leadership development. A wise choice of activities makes possible a measure of growth that the student can attain in no other way.

The university is under the control of a self-perpetuating Board of Trustees who are members of the church of Christ. Harding attempts to be non-sectarian in spirit and practice, and it desires to admit students who are academically capable, who have good character, and who accept the aims and objectives of the university, irrespective of their religious faith, national origin, race, sex, or color.

Harding admits students of any race to all of the rights, privileges, programs and activities generally accorded or made available to students at the university. The university does not discriminate on the basis of race or handicap in administration of its admissions policies, educational policies, scholarship and

loan programs, and athletic and other school-administered programs. Also, as required by Title IX of the Educational Amendments of 1972, Harding does not discriminate on the basis of sex in its educational programs or activities or employment except when necessitated by specific religious tenets held by the institution and its controlling body.

Harding began as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their facilities and assets, adopted the new name of Harding College, and located at 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.

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 to 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 his 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 long 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.

Harding's current president is Dr. Clifton L. Ganus, Jr., inaugurated in 1965. A former history department chairman and vice president of the college, Dr. Ganus has kept alive his predecessor's drive for excellence by leading a Decade of Development plan of campus improvement and expansion. Thus far in his administration, the enrollment has increased from 1,472 in the fall of 1965 to 2,879 in the fall of 1978. Five major academic buildings (including the \$2.6 million auditorium now nearing completion), four large residence halls, and several married students apartments have been constructed. Also, six academic buildings have been renovated and/or enlarged. The Nursing Program, the Social Work Program, the Mission/Prepare Program, and the Christian Communications Program have been developed during his administration. In Memphis, Tenn., the Graduate School of Religion has experienced significant growth, has received accreditation by the Southern Association, and has added the Doctor of Ministry degree to its program.



In May of 1978, the Board requested Dr. Ganus to implement a study of the feasibility of Harding's becoming a university. The committee that made the study recommended the change; therefore, the Board at its October meeting in 1978 authorized the change to Harding University on August 27, 1979.

Harding's home community, Searcy, Arkansas, is a city of about 13,000 persons and the seat of White County. Founded in 1837, Searcy enjoyed a gradual growth as center of a chiefly agricultural area until the last 25 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 a bus line and has a small airport.

The proximity of Little Rock and Memphis give 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 economic, cultural, 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. It means that Harding students can be certain that credits earned at Harding will have transfer value to other institutions, just as incoming transfer students may be assured that Harding can be expected to honor most of the credits earned at similarly accredited institutions.

Harding is fully accredited by the North Central Association of Colleges and Secondary Schools for all work leading to the Associate of Arts (in secretarial science only), Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, Bachelor of Social Work, and Master of Education degrees. Its undergraduate teacher education program for preparing both elementary and secondary teachers is accredited by the National Council for Accreditation of Teacher Education. Its undergraduate program in social work is accredited by the Council on Social Work Education.

Harding is also a member of the American Council on Education, the American Association 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 various fields of the medical sciences, various fields of engineering, law, and 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 on about 200 acres within a few blocks of downtown Searcy. Additional campus property, consisting of farm land, lies southeast of the campus. The 44 buildings with their equipment and educational facilities, valued at more than \$27 million, provide an efficient and well-furnished educational plant.

The following are the major structures:

ADMINISTRATION-AUDITORIUM 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 most administrative offices, an auditorium seating 1,250, several faculty offices, three classrooms, computer center, and certain facilities of the speech department, including the Little Theatre and drama storerooms and workshops. Like all academic and administrative buildings, it is air-conditioned. Daily chapel services are held in the auditorium.

GEORGE S. BENSON AUDITORIUM (1979): Designed to seat 3,428 and named in honor of president emeritus Dr. George S. Benson, the auditorium, scheduled to be completed the fall of 1979, will be used for daily chapel, lyceums, lectures, and other programs. The large stage fully equipped and the orchestra pit will facilitate dramatic and musical programs. The building will have one suite of offices and four classrooms seating 75 students each.

JOHN MABEE AMERICAN HERITAGE CENTER (1965): Designed as a continuing education complex with auditorium, seminar rooms, cafeteria, and hotel-style rooms to accommodate 150 people, this modern structure provides ideal facilities for various seminars, workshops, and conventions held on campus. Also housed in the building is the Alumni/Placement Office. The building serves student needs, the cafeteria is one of two on the campus, seminar rooms double as classrooms, and a large trophy room is used periodically as a study area. The 150-capacity hotel area, designed for use of alumni and other guests, is currently being used as a men's residence hall.

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

GANUS BUILDING (1951, 1973): Constructed originally as a Student Center for 650 students, this building was remodeled in the summer of 1973 and developed into an office and classroom building. The Admissions Office, Speech Department and Modern Foreign Language Department are housed in this building. Its facilities include four classrooms, a language laboratory, the Speech Clinic, and studios for campus radio station KHCA. It was named for C. L. Ganus, Sr., for many years chairman of the Board of Trustees, who died in 1955.

BEAUMONT MEMORIAL LIBRARY (1950, 1971): Constructed to accommodate 170,000 volumes, the library features open stacks and unassigned carrels, permitting students maximum ease in acquiring and using library materials. Two large reading rooms, the periodical reading room, and reading spaces in the stacks will seat about 600. A second addition to the library during the 1970-71 school year increased the stack and study space and makes possible increased service by the library staff. The second addition also included facilities for the Educational Media Center.

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, reputed to be 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. The Harding Recording Service duplicates and distributes tapes for three weekly radio programs in Arkansas and across the country.

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

SCIENCE BUILDING (1967): Modern in architecture and in the equipment it houses, this sprawling single-story building includes extensive 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.

EZELL BIBLE BUILDING (1960, 1974): This two-story building whose capacity was doubled by a major addition in 1974, contains Bible department offices, two large lecture rooms, a communications laboratory, and ten other classrooms. It also houses the Christian Communications Program. In its basement are several administrative offices.

PHYSICAL EDUCATION-ATHLETIC CENTER (1976): Completed in February, 1976, the Center has 83,125 square feet of heated and air-conditioned space containing facilities 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.

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

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 completely renovated to provide modern 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 facilities for the student Health Service. Extensive remodeling during the summer of 1974 provided excellent facilities for the Counseling Center and modern laboratories and seminar rooms for psychology, sociology, and social work.

ECHO HAVEN (1953): This four-bedroom house is occupied each nine weeks by six women for their home economics course in home management.

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

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

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

RESIDENCE HALLS: Nine residence halls provide homes for Harding's resident students. The following are women's residences: Pattie Cobb Hall (1919), one of the original campus residences, which houses one of the campus cafeterias and a dining room; Cathcart Hall (1951); Kendall Hall (1961); Stephens Hall (1968); and the new Women's Residence Hall (1975). Both Stephens Hall and the new Women's Residence Hall are air-conditioned.

The following are men's residences: Armstrong Hall (1949); Graduate Hall (1956); Keller Hall (1969); and Harbin Hall (1971). Both Keller and Harbin Hall are air-conditioned.

Harding has also purchased or built 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): Three separate buildings built in 1958 provide low-cost housing for married students, with 52 one-bedroom and 8 two-bedroom units. Five additional buildings built in 1974 provide 39 air-conditioned apartments for married students — 16 one-bedroom apartments and 23 two-bedroom apartments.

OTHER BUILDINGS: The following are other campus structures: the old swimming pool, the Academy Building, the 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 rolling 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 student's increased understanding of concepts and his own creative development. Laboratories, studios, 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:

BEAUMONT MEMORIAL LIBRARY: Library holdings include more than 184,220 volumes, 1,150 current periodicals, 11 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 33,215 volumes of microform supplement the book collection, which is increased by approximately 6,700 volumes per year. In addition to printed material an extensive collection of recordings, consisting of more than 2,575 records in music, speech, and biology, is available for listening. Cassette players are also available with a collection of over 577 tapes for student use.

Special collections in the library include the personal library of the late G. C. Brewer and the Juvenile Collection for use by students in elementary education, both adjacent to the Reference Room Annex. On the second floor, the Harding Room 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 individuals assistance as needed. The **Student Handbook** and **Faculty Handbook** may be consulted for detailed library policies and regulations.

SCIENCE LABORATORIES: The Science Building contains modern, well-equipped laboratories for both physical and biological sciences. Four large chemistry laboratories conveniently arranged around a central stockroom provide excellent facilities for general, analytical, organic, and physical chemistry courses. Four laboratories serve the courses in general physics, optics, electricity, and nuclear physics. Five large biology laboratories give modern facilities for courses in bacteriology, physiology, botany, embryology, histology, anatomy, and ecology. Research in botany and physiology is facilitated by a greenhouse, a live animal house, and a walk-in refrigerator.



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 Slyke apparatus, spectrophotometers, a chromatographic apparatus, and other biochemical and hematological equipment for scientific evaluation of physical fitness levels. Both students and faculty participate in research studies.

EDUCATIONAL MEDIA CENTER: Located in part of the 1971 addition to Beaumont Memorial Library, the Educational Media Center contains an assortment of audio-visual equipment to serve the instructional needs of the faculty, xerox and mimeograph machines, and facilities for preparing various instructional materials.

LANGUAGE LABORATORY: The Modern Foreign Language Department, located in the recently renovated 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.

COMPUTER CENTER: The Administration Building houses the central facilities of a DEC PDP 11/70 computer. Terminals in various buildings on campus enable these facilities to be used readily by administrative offices and by the faculty and students of departments that have need for data processing and computer services.

HOME ECONOMICS LABORATORIES: Foods and equipment laboratories in home economics are furnished with both gas and electric stoves of the latest models, while the clothing laboratory has electric machines and other equipment for courses in clothing and textiles. The home management house allows home economics majors to pursue home management and consumer programs under home conditions.

ART STUDIOS: The new Mildred Taylor Stevens Art Center has excellent facilities for painting, drawing, ceramics, sculpture, jewelry-and print-making, weaving, and commercial art and design courses. The gallery of the Art Center and areas in the American Heritage Center and the library show works by students, faculty, and guest exhibitors.

MUSIC STUDIOS: A superior recording studio with outstanding acoustical characteristics is used by the music department for rehearsals as well as for recording purposes. The best professional equipment is used in recording. Numerous individual and small group practice studios are sound treated and equipped with pianos for music students.

SPEECH FACILITIES: Students in all branches of the speech field have access to equipment which enriches the learning process. The Speech Clinic serves the entire Searcy area in treating speech and hearing problems and gives student assistants valuable clinical experience. The Speech Laboratory is used for practice by students in basic speech and public address courses.

Students operate the campus carrier current radio station, KHCA, and may participate in all aspects of radio work, from management and production to advertising and announcing.

The main auditorium, with its excellent stage facilities, is an asset to both departments of music and speech. Lighting and sound equipment is versatile, and make-up studios, dressing rooms, and workshops for costumes and scenery are located beneath the stage.

PSYCHOLOGY CLINIC: The department of psychology enjoys the benefits of a well-equipped clinic for both practical instruction and actual services. One of the features is a sound-proofed room with one-way windows for observation of activities either inside or outside the room.

BUSINESS LABORATORIES: Modern office equipment and business machines are used by majors in accounting, business education, business systems analysis, management, marketing, office management, and secretarial science.

JOURNALISM FACILITIES: Practical experience for journalism students comes from several sources, including volunteer work on the student newspaper and yearbook staffs. Courses in photography and typography make use of the journalism darkroom and professional facilities in the Harding Press print shop.

RECREATIONAL FACILITIES: Indoor recreation is centered in Rhodes Memorial Field House, whose facilities include three basketball courts, an indoor softball floor, ping pong tables, a weight room, and volleyball, shuffleboard, and badminton courts.

The new Physical Education-Athletic Center provides three handball courts, a gymnastics area, indoor track, tennis courts, and weight room.

An indoor steam-heated swimming pool makes year-round swimming possible. Bowling is available in Hammon Student Center at the Bowling Lanes, operated as an auxiliary enterprise of the university. A variety of games is also available in the Game Room of the Student Center.

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

Various other recreational facilities are found in the dormitories and in the Student Center.

Special programs in four areas serve to enrich the undergraduate program of the university. Although Harding recognizes itself 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 AMERICAN STUDIES PROGRAM 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 in the fields of accounting, business, economics, history and political science are invited to become members of the American Studies Program. The following activities constitute the program:

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

SEMINARS: During each term students and faculty members of the American Studies Program meet informally at regularly scheduled periods to discuss problems of personal, national, and international importance.

GUEST LECTURERS: To supplement the curriculum of the university several recognized authorities are invited to the campus each school year to lecture in their specialized fields of learning or experience. During their two-day visits students are urged to attend special lectures and informal discussion periods and possibly a dinner meeting.

The program, then, attempts to combine the virtues of 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 curricula of the department of history and social science.

Students interested in the American Studies Program should write the director for a brochure and for additional information on the criteria for admission.

Missionary training is the goal of MISSION/PREPARE, a program developed 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 three-faceted approach to training includes a four-year undergraduate curriculum in missions, a continuing education program, and internship training on the field.

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.

INTERNSHIPS: Field work under the supervision of faculty members or approved missionaries may be done by students for academic credit as well as for the invaluable experience of practical work. Regular summer field trips are taken under the sponsorship of the Bible department.

Research in Life sciences began at Harding in 1963 when the late Dr. Robert T. Clark became vice president in charge of research and brought to the campus a study in progress on physical fitness levels in children. Dr. Clark's untimely death in 1966 did not deter the program he had built, however, and the research staff under Dr. Harry Olree has continued to receive grants for work in the area of physical fitness. The most recent projects have been studies for the National Aeronautics and Space Administration concerning fitness for astronauts. Other projects have been financed by the National Institutes of Health.

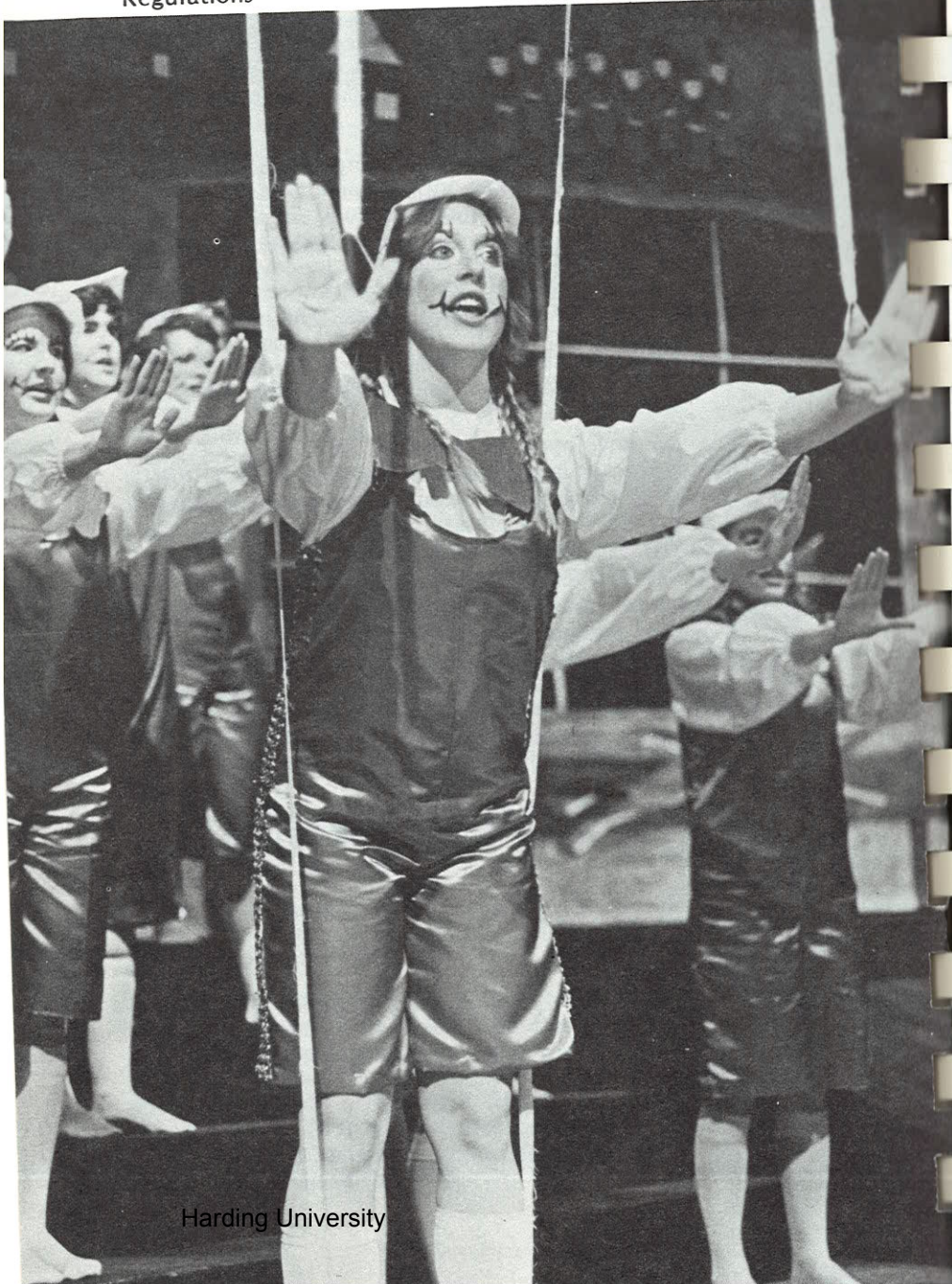
The program was developed because of the increased role played by natural science in the 20th century and because of the strength the research would lend to the undergraduate program at Harding. The Science Building laboratories and particularly the R. T. Clark Research Center provide excellent facilities for research by both faculty members and qualified students.

Opportunities exist for qualified undergraduate students to participate in individual and group research projects, either as subjects of a study or as assistants in the institutional program. The research staff also cooperates in various ways with other colleges and universities in the area.

Cooperative Education is finding increased implementation in American higher education. Harding offers a program of Cooperative Education with both parallel and alternate plans and is a member of the Arkansas Co-operative/Experimental Education Association.

Student Life

Religious Opportunities . . . Cultural Opportunities . . . Extra-curricular Activities . . . Services of the University . . . General Regulations



Harding University

The student and his 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 a true statement. Every opportunity for spiritual growth is made available to the student. Religious activities of both curricular and extracurricular natures abound on the campus.

CHAPEL: The university's charter specifies that daily chapel services be held, with attendance mandatory. Services last 35 minutes and always include a devotional period and announcements of general interest. The planned programs are designed to stimulate intellectual, religious, social, or aesthetic development.

BIBLE CLASSES: Academic Bible courses are required of each student each semester. Freshmen meet Bible classes daily; sophomores, juniors, and seniors meet three days a week.

TIMOTHY CLUB MEETING: This is a traditional period of worship, study, and discussion on Monday evenings for Bible majors and other students who wish to attend.

J.O.Y. CLUB: Emphasizing **J**esus first, **O**thers next, **Y**ourself 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.

BIBLE SEMINARS: Four two-day seminars are held yearly, with outstanding preachers speaking in chapel to various religious groups. Special emphasis is placed on the needs of Bible majors and preaching students.

LECTURESHIP: Harding's annual Lectureship is more than 50 years old. Hundreds of campus visitors join students in attendance during lectureship week, hearing lectures by church leaders from across the country.

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 by the speech department, an opera is presented in the spring by the music and speech departments, and music groups frequently give concerts on campus. Art students exhibit their works in senior shows throughout the year and senior music majors present recitals.

The school's 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 student to his academic field, his special interest, or simply to his social and recreational needs, but all are part of his 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 3.50 or above on at least 104 semester hours, and to the upper 10 per cent of the junior class whose scholarship level is 3.70 or above on at least 80 semester hours. The society presents a medal at commencement to the graduating member with the highest four-year scholastic record.

Greek letter organizations and the designated area of specialization are as follows:

Alpha Psi Omega (Drama), Delta Mu Delta (Business Administration), Iota Beta Sigma (Broadcasting), Kappa Delta Pi (Education), Kappa Pi (Art), Pi Gamma Psi (Accounting), Pi Kappa Delta (Forensics), Sigma Delta Psi (Athletics), Sigma Tau Delta (English), Phi Alpha Theta (History), Psi Chi (Psychology) and the Society of Collegiate Journalists.



Music organizations on campus are:

A CAPPELLA CHORUS: This group of about 80 is selected by audition and makes two extended tours each year. It also records the weekly "Hymns from Harding" radio program and gives concerts on campus and at other places on invitation. The Chorus rehearses daily.

BELLES AND BEAUX: Variety and musical entertainment is the province of this select group of about 15 chosen from the A Cappella Chorus and the Chorale. One of the chief goals is to provide entertainment for U.S. servicemen overseas. They have made seven foreign tours for the USO and the National Music Council since 1960, the last during February and March of 1976.

CHAMBER SINGERS: ~~Chosen by audition from Chorale members,~~ the Chamber Singers sing music which is especially appropriate for the small vocal ensemble, concentrating on compositions from the sixteenth and seventeenth centuries.

Student body

CHORALE: Membership in this chorus of about 80 is also selected by audition. This group makes one major tour and other short tours each year. Campus concerts also are given. The Chorale rehearses daily.

CAMPUS SINGERS: Membership in this chorus is open to any student. The group rehearses three times a week. Campus concerts also are given.

ORCHESTRA: Membership in the orchestra is selected by audition. Small ensemble groups are organized for special performances.

BISON BAND: Both a concert and a marching group, the Band performs at home football games and gives two annual concerts. Small groups within the Band are the Pep Band and Stage Band.

A TEMPO: The A Tempo club is designed to give interested music majors and minors opportunities to learn more about their field. It is affiliated with the Music Educator's National Conference and the American Choral Directors' Association.

Student publications provide both a factual record of the year's events and a forum for student expression. The weekly newspaper, **The Bison**, has won numerous awards in both national and state competition and received the 1978 general excellence award in the Arkansas College Publications Association competition. The yearbook, the **Petit Jean**, has been honored nineteen consecutive years with the All-American rating from the Associated Collegiate Press. The English Department sponsors annually a publication of creative writing by students.

Speech and dramatics activities on campus include the following:

FORENSICS: Intercollegiate debate teams participate in a number of 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, and public discussion.

DRAMATICS: Three major productions and several one-act plays are usually presented each year.

READERS THEATRE: The purpose of this activity is to promote 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.

CAMPUS PLAYERS: Membership is earned by participation in dramatic productions and/or backstage work.

Business and economic 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 Team has won the Southwestern Free Enterprise Competition the last three years and placed second in the first National Students in Free Enterprise Intercollegiate Competition in the fall of 1978.

Special interest clubs on the campus range from those concerned with academic departments to political partisanship, from service projects to athletic events. They are:

RELIGIOUS AND SERVICE ORGANIZATIONS:

- Timothy Club: for male students planning to preach
- JOY: for women students seeking greater Christian devotion and service
- Dactylology Club: for students interested in learning the sign language and using it in evangelism
- Big Sisters: for upperclass women selected to help new women students plan for and adjust to university life
- Circle K: for men; affiliated with Kiwanis International

DEPARTMENTAL GROUPS:

- French Club (Le Cercle Francais): for students enrolled in French or who speak French
- Spanish Club (Los Conquistadores): for students enrolled in Spanish or who speak Spanish
- PEMM: for physical education majors and minors
- The Guild: for art students
- Campus Players: for students interested in dramatics
- Behavioral Science Club: for students in sociology and social work, and other interested students
- Science Club: for science students; affiliated with the Arkansas Collegiate Academy of Science
- Pre-med Club: for students interested in medicine and other health sciences
- Nursing Club: for junior and senior students pursuing a degree in nursing
- Nursing Honor Society: for recognition of nursing majors who achieve a high academic average
- American Home Economics Association: for students in home economics
- Student National Education Association: for students preparing to teach

ATHLETIC GROUPS:

- Cheerleaders: seven elective positions and two freshman alternates
- Flag Corps: performs with marching band at home football games

POLITICAL GROUPS:

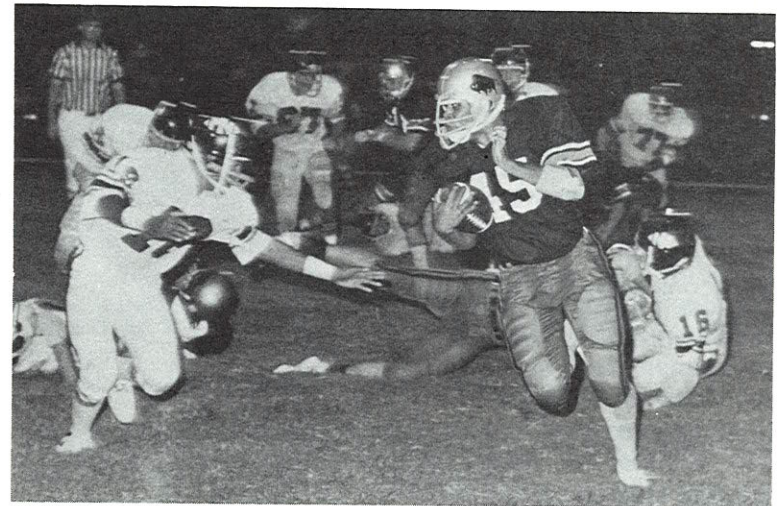
Young Republicans, Young Democrats

Athletics at Harding involve nearly all students. A nine-sport intercollegiate schedule draws many participants and even more ardent supporters. Participation in an outstanding intramural program totals about 90 percent of the men and 65 percent of the women students.

Harding is a member of the Arkansas Intercollegiate Conference and the National Association of Intercollegiate Athletics. Teams are fielded in football, baseball, basketball, track, cross-country, bowling, tennis, golf, and swimming. 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 must have passed 12 hours the previous semester in attendance and no less than 24 hours the previous two semesters with satisfactory cumulative average.

The intramural program includes both team and individual sports, with competition existing 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. The excellent and varied facilities of the new Physical Education-Athletic Center, Rhodes Memorial Field House, an indoor swimming pool, gymnastics room, weight room, an eight-lane track, bowling lanes, tennis and handball courts, and two large intramural fields are used extensively throughout the year for recreational purposes.



Social clubs at Harding are part of a system that is quite unusual compared to fraternity systems of most institutions. Every Harding student who desires membership in a club is assured of receiving an invitation, and the large number of groups (19 for men and 21 for women, with one for married couples) gives each student a wide choice of club interests and sizes. Organized to provide for students a wholesome social life with opportunities to develop leadership abilities and cooperative attitudes, the clubs regularly engage in service projects, promote school spirit at athletic events, present chapel programs, and enjoy banquets, parties, and outings.



The Student Association is the student government organization at Harding. All students are members of the association, which is headed by an executive council consisting of four officers and two representatives from each class. A cabinet of ten students is appointed by the S.A. president to take responsibility 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 Saturday night movies on campus, encourages academic competition among social clubs, studies campus problems, and makes recommendations to the administration and faculty on a wide range of subjects relating to the university and specifically to the students.

Services provided by the university assist the student in his total development. Major services include academic advising, personal counseling, testing, placement, health, junior college relations, and alumni relations.

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

THE COUNSELING CENTER, located in the Student Services Building, offers a variety of counseling services to Harding students and faculty. A staff of professionally-trained counselors is maintained to provide confidential assistance with educational, vocational, personal, marital, and social problems.

The objective of the Counseling Center is to help an individual achieve a realistic appraisal of his 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. 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. Individuals requiring long-term services will be referred to appropriate sources of help.

THE INSTITUTIONAL TESTING PROGRAM which includes the tests required of 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 the Institutional Testing Office. The first request up to three copies is free. Single copies thereafter cost \$1; three copies ordered at the same time cost \$2.

THE PLACEMENT OFFICE keeps in constant touch with schools, industries, and businesses, and assists 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 in finding suitable positions. 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 \$2 per set of credentials for every set after the first request after a graduate has left the university.

HEALTH SERVICES provided within the registration costs include the following for all students:

1. First-aid and emergency care which can be administered adequately in the university Health Center.
2. Since hospitalization is not included as a part of the uni-

versity's own infirmary service, a student accident and sickness insurance plan is available to all full-time students at a cost of approximately \$50 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 all intramural and intercollegiate athletic activities. Students participating in intercollegiate sports are required to take the insurance.

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 services 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.

A student may select his 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.

Junior College Relations are the responsibility of the Admissions Office. A serious effort is made to promote junior-senior college articulation because of the increasing number of junior college-graduate transfers at Harding. The Director of Admissions maintains liaison between the academic administrations in junior colleges and the academic offices at Harding. Students before and after transferring may obtain counsel and assistance from this office.

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 various 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 Alma Mater. Under the direction of the Executive Secretary, an up-to-date file on all alumni is maintained. Membership in the association includes 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 four times yearly as part of the monthly **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 class is honored, and the Black and Gold Banquet is featured. Additional periods of fellowship are planned in connection with the annual Lectureship and the spring Commencement. Alumni are encouraged to make an annual contribution to the Alumni Fund.

A Distinguished Alumnus Award is presented at the Black and
Harding University

Gold Banquet to an outstanding alumnus chosen by the Executive Committee of the Association from nominations made by alumni.

General regulations concerning student conduct exist to 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 his 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.

Students are responsible for reading and observing all regulations in the **Student Handbook**. The following basic 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. Approved absences must be turned in to the Bible Department office within one week from the date of absence. It is the student's responsibility to check the posted warning list each week. Five unexcused absences places a student on probation and a letter will be sent to his parents. Probationary status automatically forfeits the student's eligibility to represent the university in any activity. When a student accumulates six unexcused absences, he will appear before the committee on Bible class attendance.

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 varied programs designed to facilitate the many objectives of the institution. **Each student is required to attend daily.**

Students with ten unexcused absences will be placed on chapel probation, and the parents will be notified. A total of 14 unexcused absences in one semester will cause a student to be suspended from school for the following semester and may result in suspension from school that semester. Two tardies will count as an absence. It is the student's responsibility to check the list each week to see if his 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.

STUDENT MARRIAGES: Students who marry secretly or who

falsify their marital status automatically sever their relationship with the university.

MORAL CONDUCT: Harding considers the following to be detrimental to the student and/or college process and such behavior may subject the student to separation from the university:

ALCOHOL AND DRUGS—USE OR POSSESSION OF ALCOHOLIC BEVERAGES AND/OR ILLEGAL USE OR POSSESSION OF NARCOTICS, DEPRESSANTS, STIMULANTS, HALLUCINOGENS, OR SOLVENTS WILL MEAN AUTOMATIC SUSPENSION FROM HARDING FOR AT LEAST ONE SEMESTER.

TOBACCO—Effective with the beginning of the 1977 fall semester, it is against the regulations for any Harding student to use tobacco in any form.

Gambling, including attendance at any gambling event, such as horse races.

Academic misconduct, falsification, and dishonesty.

Forgery, failure to meet financial obligations in the community, and consistent writing of hot checks.

Arson or destruction, misuse, damage, or deliberate defacing or raiding of university property or facilities.

Unauthorized demonstration and disruptive mass gatherings or obstruction of school activities.

Unauthorized possession of keys, examinations, equipment, or supplies belonging to the university or its agent.

Unauthorized soliciting, advertising, selling, and distribution of materials.

Illegal and disruptive visits to other campuses.

Residence hall misconduct, or physical or mental abuse of other students.

Failure to respond in a reasonable amount of time to an official notice from an administrative office of the university.

Any other conduct which is not consistent with the moral standards of a Christian institution, such as dancing, hazing, obscene literature and pictures, profanity, improper dress, stealing, etc.

CHEATING: All students are expected to be honest in word and in deed. Dishonesty in assignments or examinations, or assisting others to be dishonest, is considered a serious offense.

PLAGIARISM: Students who fail to give credit for ideas and material taken from others for either written or oral presentation are guilty of plagiarism. Careful acknowledgment of others is an important value in the academic community.

FINANCIAL: A student's fees, loans, fines, bills, and traffic penalties are his responsibility and must be paid when due. Financial delinquencies will result in withholding final examinations, delay of grade reports and transcripts, and cancellation of financial aid.

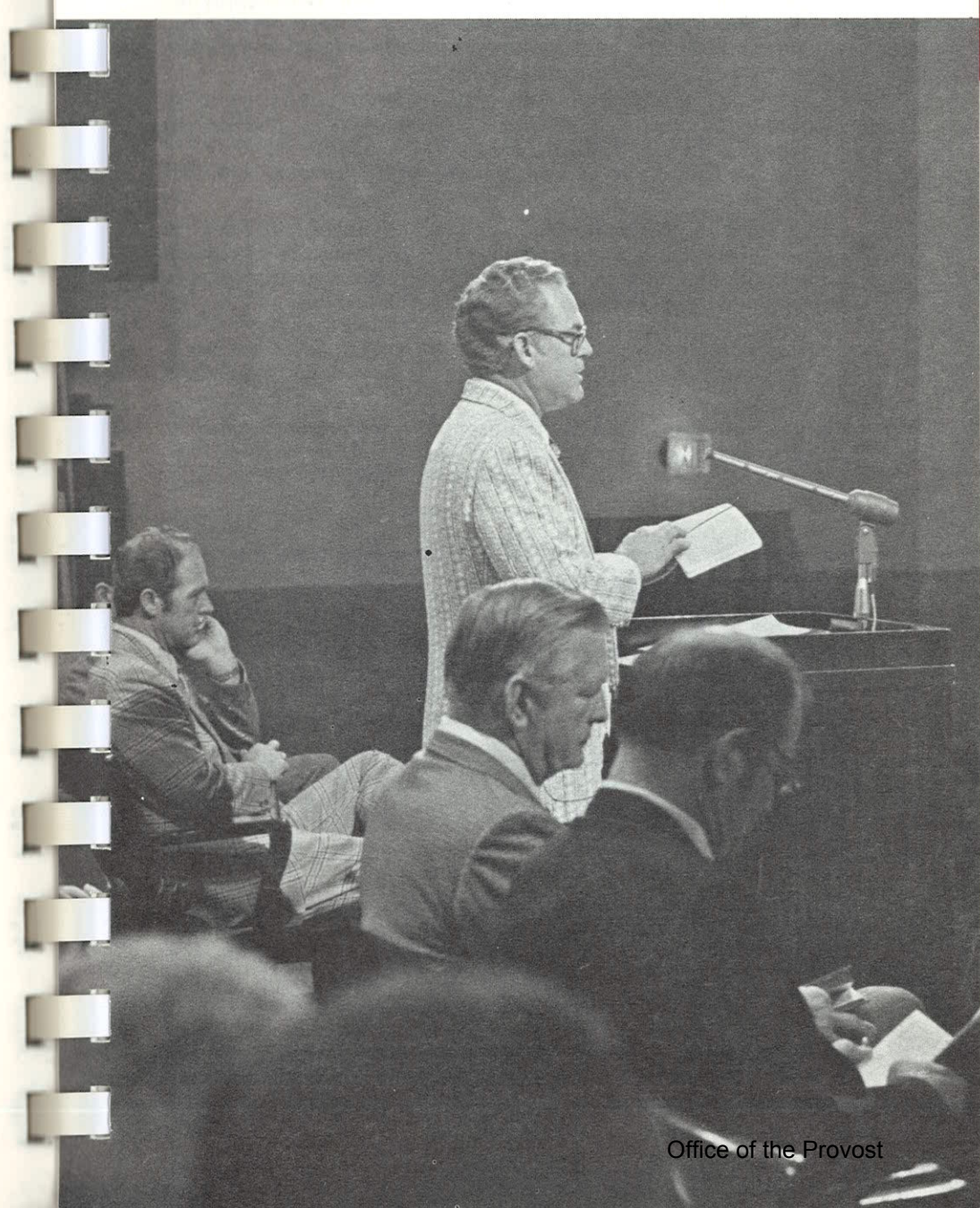
I.D. CARDS: All students enrolled at Harding are issued an identification card to facilitate recognition, purchasing of meal tickets, admission to campus activities, checking books out of the library, and cashing checks on campus as well as in the area.

NON-RESIDENT STUDENTS: Local students are expected to observe Harding's regulations.

Harding University

Academic Information

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



Office of the Provost

Academic

Gen. Ed.

Transfer

JEP

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Proc.

Proc.

Admission to Harding University is determined on an individual basis with the following criteria 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 unique 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 distinct purpose of Harding University and be willing to commit himself to upholding institutional values.

Former students who plan to re-enroll in Harding University after an absence of one or more semesters should contact the Student Personnel Office. It is not necessary to file another Application Form but a brief Records Information Form must be completed and filed.

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. Foreign language is not required for admission but it will be considered for partial fulfillment of the 9 units mentioned above.

These course requirements represent the **minimum** number of units necessary. Most high school graduates will more than meet these requirements and all prospective applicants are strongly urged to do so.

A student planning to major in engineering, mathematics, chemistry and physics should have earned at least 4 units in mathematics, including Algebra I and II, Plane Geometry, and Trigonometry. If more advanced mathematics courses are available at the student's high school, he is strongly encouraged to take such courses. A student planning to major in a field that requires one year of chemistry is **strongly urged** to take Algebra II in high school; otherwise, he must postpone taking chemistry until he has satisfactorily completed Mathematics 105.

Generally, a "C" average is required for admission. 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 American College Tests. A minimum composite score of 17 is recommended since Harding freshmen average about 21 on the ACT.

ACT scores and academic records are jointly considered in evaluating the eligibility of an applicant. Low grades may be offset by higher ACT scores; a good transcript may offset low ACT scores.

Applicants who do not meet the standards specified above may be granted probational admission for the summer session or the spring semester. Normally, a 1.65 grade point average must be achieved during the probationary period to qualify for re-enrollment at Harding.

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 will not be required to submit ACT scores.

Full credit will normally be given for courses transferred from accredited institutions if the courses approximately parallel those at Harding, provided the grade is "C" or higher. 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.

Harding will accept 6 semester hours of "D" credit for a student transferring 50 or more hours of credit, or 3 semester hours of "D" credit if 25 to 49 hours are transferred, provided the student presents a cumulative average of 2.00 or higher. If the student has more hours of "D" credit than can be transferred, the Registrar will determine which hours of "D" will be accepted in transfer. If the cumulative average is below 2.00, no hours of "D" will transfer.

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 on page 41.



TRANSIENT CREDIT: Students who enroll during the summer, or a regular session, at another institution must achieve a grade of "C" or higher in a course in order for it to transfer to Harding toward meeting graduation requirements. **After a student has earned 68 hours of credit, all additional credit that will be accepted in transfer toward satisfying graduation requirements must be completed at an approved four-year college or university.** It is wise for the student to check with the Vice President for Academic Affairs at Harding relative to the acceptability of the credit prior to enrolling as a transient student at another institution.

Junior 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..... | 8 semester hours |
| English Composition and Speech | 6 |
| Humanities: | |
| Literature | 6 |
| 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 |

If the junior college graduate has not completed all of the courses listed above, he may take the remainder in residence at Harding.

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. Also, 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. If a prospective student did not prepare for college in a recognized high school, he may apply for admission and attach a complete statement regarding his educational background and qualifications. He should arrange to take the ACT test and have scores sent to Harding. His application will be considered by the Admissions Committee.

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

Two required fees should accompany the Application for Admission — a \$15 application fee and a \$25 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 that is subsequently applied to the student's account. The \$25 housing reservation fee will be refunded if the housing reservation is canceled more than 30 days prior to the proposed enrollment date and the student's account in the Business Office is in order.

The fees may be forwarded in the form of one check or money order in the amount of \$40 made payable to Harding University. Commuting students should file only the \$15 application fee.

Harding believes that students profit more from living on campus than from living in rented rooms or apartments off campus. Thus, single, undergraduate students are required to live on campus. Only the following exceptions may be made for off-campus housing:

1. The student must be 23 years of age, or older, or
2. A part-time student, or
3. A student who has a baccalaureate degree, or
4. A student who has requested to live with an approved family or relative in the same house, and there must also be on file in the Student Personnel Office a letter of approval from this family and a letter of approval from the parents of the student, or
5. A veteran, 21 years of age or older, who has school approval.

However, final approval is dependent upon permission from one of the student personnel deans.

Steps toward admission. To gain admission, students must see that the following items are filed with the Director of Admissions:

APPLICATION FOR ADMISSION: An Application Packet, obtainable from the the Director of Admissions, will contain an Application for Admission as well as other materials. 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. A pre-addressed envelope will be provided with the form.

FEES: All applications should be accompanied by a \$15 application fee. Students desiring university housing should also include a \$25 housing reservation fee, a total of \$40.

REFERENCE FORMS: Two reference forms are included with the Application Packet. They are to be mailed or delivered to two persons who are qualified to evaluate the applicant.

TRANSCRIPT(S): Copies of academic credentials must be placed on file with Harding University. A student who plans 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 his high school transcript.** A student who makes early application should request a transcript be sent at the end of three years of high school. Transfer students should have official transcripts sent by the Registrar of each institution previously attended. If the college transcript does not list high school units earned, it will also be necessary for the high school transcript to be requested.

AMERICAN COLLEGE TEST: Applicants who will have fewer than 14 semester hours of college credit when entering Harding will be required to take the American College Test. This test is given at testing centers across the nation during the year. All

students entering college for the first time are required to take the ACT test. Students should contact their guidance counselor for information regarding test dates and arrangements for taking the test. Upon request by the student, ACT will send scores directly to Harding University.

The Director of Admissions and other member of the Admissions Office staff 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, Arkansas 72143
(Phone: 501-268-6161, Ext. 407)

The Advanced Studies Program is conducted each summer for outstanding high school students who have completed a junior year in high school. Such a student who has achieved a "B" average or better in the "solid" academic courses may be approved for enrollment in college courses during the summer session. Credit earned in this program will be held in escrow until the student has completed the senior year of high school. Some students may qualify for admission to college the following fall semester. For additional information, write Dr. James F. Carr, Jr., Director of the Summer Session, Harding University, Box 1224, Searcy, Arkansas 72143.

A Summer Development Program is conducted each summer to assist high school graduates, who are deficient in their background of preparation for college, obtain the proficiency to do college work. A special ten-week summer program in English and mathematics for beginning freshmen is offered by Harding University. For additional information, write Dr. James F. Carr, Jr., Director of the Summer Session, Harding University, Box 1224, Searcy, Arkansas 72143.

Tests are required of all students and range from ACT test for admission to the Graduate Record Examination for seniors. They are:

ACT TEST: Harding uses the test of the American College Testing Program as a scholastic aptitude entrance examination. It is required of all prospective freshmen. The ACT test includes tests in English usage, mathematics usage, social studies reading, and natural science reading. The entire battery may be completed in one morning. Scores on the ACT 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 early November and the last period in early June. Students who wish to apply for loans should take the ACT at one of the earlier test dates. Information and application blanks may be obtained from high school counselors or principals or directly from the ACT Registration Unit P.O. Box 414, Iowa City, Iowa 52240.

ENGLISH PROFICIENCY EXAMINATION: A qualifying examination is given in the junior and senior years to any student who has not previously established competency in English composition. Additional assistance in English may be arranged for those who need it.

SENIOR EXAMINATIONS: During the senior year **candidates for all baccalaureate degrees, except** the Bachelor of Business Administration degree, are given the Graduate Record Examinations Aptitude Test as part of the requirements for the degree. Candidates for the B.B.A. degree take the Graduate Management Admissions Test in lieu of the G.R.E. Seniors in the teacher education program take the GRE Aptitude Test and also the Commons Examination and the Teaching Area Examinations of the National Teacher Examination. Non-certifying seniors in the College of Arts and Sciences will also take the GRE Advanced Test in their respective major fields, in fields where available, **in addition to** the GRE Aptitude Test. An official transcript from Educational Testing Service is required of each student for the tests taken.

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**. The necessary scholarship must be maintained at each level.

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**. A **special student** is a student who does not meet the admissions requirements but who may be permitted by the Vice President for Academic Affairs to take some specific course; however, the credit earned does not count toward a degree. **All resident students are expected to enroll in a minimum of 12 hours each semester unless prior approval for a lighter load is obtained from the Vice President for Academic Affairs.**

Academic regulations at Harding are as follows:

CLASS AND CHAPEL ATTENDANCE: Admissions to the University implies that the student 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 his moral, spiritual, and intellectual growth. **If the administration should find that the student does not intend to meet his responsibilities for attendance at classes and chapel, he 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 \$3 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: Any student dropping a class will be charged a fee of \$3 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. Courses dropped after Monday of the fourth week will be marked "WP" or "WF" depending upon whether the student is passing or failing at the time, but classes dropped after the eleventh week because of the possibility of failure may be marked "WF" or "F" if the instructor thinks that circumstances warrant it. **No class may be dropped after the last day of regular class meetings of a given semester or summer session.** To drop a class a student must submit a properly-signed official drop card to the Registrar.

LATE ENROLLMENT: Students enrolling after the day set for registration are charged a late enrollment fee of \$15. 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 Dean of Students, a make-up examination may be arranged at the convenience of the instructor. 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 emergency situations approved by the instructor and the Vice President for Academic Affairs, but **an examination fee of \$5** will be charged unless the emergency results from illness confirmed by the school nurse or family physician, more than three final examinations scheduled the same day, or approved official representation of the university. Except for physical education activity classes, 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
- WF — Withdrawn with failing grade
- WP — Withdrawn with passing grade
- S — Satisfactory but without reference to the quality of achievement
- I — Incomplete

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 not considered a final grade since it must be removed according to the schedule outlined above. **In calculating semester grades, a grade of "I" is considered 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.

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, WF and I, 0. Grades of "S" and "WP" are 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 hours of work or more. Freshmen must have an average scholarship level of 3.25 and sophomores, juniors, and seniors a level of 3.5, with no grade marked "incomplete" and no grade below "C" for the semester.

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 are graduated **summa cum laude**.

SCHOLARSHIP LEVELS: Students are urged to keep their scholarship levels as high as possible. When it appears evident that the

student is either unable or unwilling to maintain standards of satisfactory achievement in his academic work, appropriate steps will be taken by the administration.

Two bases are used in the computing of scholarship levels, the semester and the cumulative. Semester scholarship levels are computed on the basis of the number of hours carried during the semester, including failing grades. Cumulative scholarship levels are computed on the basis of the number of hours only in which credit has been earned.

If a student falls below the minimum semester level for his classification in any semester, he will be placed on academic probation unless his cumulative level is 2.00 or higher. **Classification here is based on the number of semesters a student has been enrolled as a full-time student** rather than on the accumulated hours of credit. If a student falls below his appropriate level for two successive semesters, he will be placed on academic probation regardless of his cumulative level. The minimum semester scholarship levels for the different classifications are as follows:

| | |
|-------------------------------|------|
| First semester freshman..... | 1.35 |
| Second semester freshman..... | 1.50 |
| Sophomore..... | 1.65 |
| Junior..... | 1.90 |
| Senior..... | 2.00 |

In computing the semester scholarship level, grades of "WP" will be omitted, but **grades of "WF" will be included**. Actually, there is no difference in the effect of a grade of "WF" and a grade of "F."

In compliance with the Veterans Administration's minimum standards of progress, if a student receiving V.A. assistance is placed on academic probation and does not remove this probationary status by achieving for the semester a grade point average above the minimum semester level required for his classification, **he will be suspended from receiving V.A. education benefits for one semester** at the end of the semester he is on probation.

To remove academic probation a student must achieve the next semester he is enrolled in a **minimum of 12 hours** the minimum scholarship level specified for his classification or, when stipulated in writing, a higher level that may be set by the Academic Retention Committee.

The following policy governs the suspension of a student for academic deficiencies.

At the end of any semester a student is subject to suspension if he fails half or more of the hours for which he is enrolled.

At the end of the freshman year a student is subject to suspension if:

- (a) he has a cumulative average less than 1.50, or
- (b) he has been on academic probation the second semester of his freshman year and he failed to achieve a 1.50 average for the second semester.

At the end of the sophomore year a student is subject to suspension if:

- (a) he has a cumulative average less than 1.75, or
- (b) he has been on academic probation for two semesters and failed to remove his probation at the end of the sophomore year, or
- (c) it appears evident that he will be unable to meet graduation requirements at Harding.

At the end of the junior year a student is subject to suspension if:

- (a) he has less than a 1.90 cumulative average, or
- (b) he has been on academic probation for two semesters or more and failed to remove this probation at the end of his junior year, or
- (c) it appears evident that he will be unable to meet graduation requirements at Harding.

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. Summer school study, however, may be accepted in removing probation, provided the summer school program has been approved in advance by the Academic Retention Committee.

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

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

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

The university will attempt to notify both the student and his parents regarding the student's scholarship deficiency. The student, however, is at all times personally responsible for maintaining proper academic standards.

REPEAT COURSES: A student may repeat any course which he has previously taken; however, **repeating a course voids previous credit in the course** and the grade received when the course is repeated becomes the official grade for the course.

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 and 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, the student is attempting to undertake more than he can satisfactorily do.

Sophomores whose scholarship level for the semester immediately preceding is 3.00 may carry 18 hours of credit. Juniors and seniors whose scholarship level for the semester preceding is 3.00 may carry 19 hours of credit. The appropriate academic dean may permit students to vary one hour from this schedule, but **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.

TRANSFER CREDIT: In order for credit to transfer back to Harding for a student taking work elsewhere during the summer or some semester as a transient student, a grade of "C" or higher must be achieved in the course. Transfer credit will count as upper-level credit **only** if the course has a junior-senior status at the institution where taken. Credit earned at a two-year college after a student has 68 semester hours will not be accepted for transfer **except for Bible majors** who take the third-year Bible program at approved junior colleges. All work transferred from a junior college is considered lower-level credit **except for 300-level Bible courses** taken in the third year by Bible majors in approved third-year programs.

ADVANCED PLACEMENT CREDIT: Harding will grant college credit for courses successfully completed in the Advanced Placement Program of the College Entrance Examination Board by an entering freshman while he was 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. Students earning advanced placement credit may take as freshmen 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 examinations must be taken before the student has earned 27 hours of credit. **CLEP credit does apply toward advancing the classification of a student.** 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.

Credit may also be earned on certain CLEP Subject Examinations by achieving a score at the 50th percentile or higher on national norms. CLEP Subject Examinations may be taken **after** a student has earned 27 hours of credit. For additional information, any interested student should check with the Vice President for Academic Affairs.

A student who has failed a course, either in regular attendance or by examination, is not eligible to seek CLEP credit in that course. A student may not earn CLEP credit by the General Examination in a course after he has taken a course in that area; for example, no fine arts credit will be granted if the student has taken either Art 101 or Music 101.

In addition to paying the fee charged by Educational Testing Service of \$20 per individual test for taking any CLEP examination plus the \$3 administration fee charged by Harding, the student, if he qualifies for credit, will pay an additional fee of \$10 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 Score | Course Credit | Hours Credit |
|--------------------------|---------------|------------------------------|--------------|
| English Composition** | 610 | English 103 | 3 |
| Humanities | | | |
| Literature | 50 | *Literature of Western World | 3 |
| Fine Arts | 50 | *Fine Arts | 2 |
| Mathematics | | | |
| 500 | 500 | Mathematics 101 | 3 |
| 525 | 525 | Mathematics 105 | 3 |
| Natural Science | | | |
| Biology | 50 | Biology 111 | 3 |
| Physical | 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.

**Any student who desires to earn CLEP credit in English composition must take the combined test that includes both the essay and the objective part. The CLEP General English test is administered only twice a year — once in June and once in October. The other CLEP General Examinations are administered monthly on 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.

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 \$5 per course for exemption tests.

CREDIT BY EXAMINATION: To encourage independent achievement any regularly enrolled student with a minimum cumulative grade point average of 3.00 may be permitted credit by comprehensive examination in courses in which he believes he has acquired by self-study or experience the understanding normally gained through course work. Beginning freshmen whose high

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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 upon a form supplied by the Registrar's Office and must have the 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 \$5 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 failed a course, either in regular attendance or by examination, may not reapply 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.

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 has 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.**

Degrees granted by Harding University at its main campus in Searcy are the Associate of Arts (in secretarial science only), Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, Bachelor of Social Work, and Master of Education. Cooperative programs for the Bachelor of Science in Medical Technology exist with Baptist Hospital and St. Vincent Hospital in Little Rock and several additional hospitals approved in other cities. At the Harding Graduate School of Religion in Memphis, Tennessee, the degrees conferred are the Master of Arts, Master of Arts in Religion, Master of Theology, and Doctor of Ministry.

Requirements for the Master of Education degree are listed in the section on Graduate Studies in this catalog. A more complete description of this program is contained in the Graduate Supplement which may be obtained upon request from the Director of Graduate Studies.

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, Tenn. 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 he would normally be graduated.

At least two weeks prior to the fall and spring commencements and at least one week prior to the summer commencement, for a senior who is a candidate for graduation at the given commencement, all grades in independent study courses, correspondence courses, credit by examination, and exemption examinations must be reported to the Registrar for graduation to proceed as planned.

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 24 of the last 32 hours 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. If a student lacks not more than 8 hours of the amount required for graduation and is not on academic probation, these hours may be taken at another accredited four-year institution if prior approval is obtained from the Vice President for Academic Affairs.

A grade of "C" or higher must be achieved in a course taken elsewhere as a transient student for credit to transfer.

Students taking work at the residence center in Memphis, Tenn., must also complete at least 18 hours on the Searcy campus.

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 completed 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.

The candidate for a degree must have a minimum cumulative average of 2.00 in all work at Harding presented for graduation and also a minimum scholarship average of not less than 2.00 in

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all work in his major field taken at Harding. A transfer student must also have a minimum scholarship average of 2.00 in **all work** in his major field.

The candidate 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.

Transfer students must complete at Harding at least 9 advanced level hours in their major field, except for Bible majors, who must complete at least 12 hours as outlined on page 89.

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 his senior year a student must present to the Registrar a formal application for graduation. A student must also satisfy the Junior English Proficiency requirement, take the Graduate Record Examinations (for a student majoring in the School of Business, the Graduate Management Admissions Test; for a student who completes the teacher education program, the National Teacher Examinations and the Aptitude Test of the Graduate Record Examinations are the requirement), and register with the Placement Office before he becomes 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 division 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 reveal the ideas and concepts which have inspired men and 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 his Creator, should enable the student to arrive at wholesome attitudes toward the world in which he lives and his 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 of 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 204, 211, 212, 213. 8
- II. Understanding the Human and Creative Spirit:
A. The means of communication:
**English 103 and Speech 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 4
B. Health and recreation:
****Physical Education 101 and 2 additional hours elected from Physical Education 112, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 212, 214, 215, 221, 222, 225; Recreation 130, 131, 132; and, for physical education majors and minors, 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 201 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. The following upper-level substitutes are approved.

For Bible 101: Bible 303, 305, 307, 308, or 402.

For Bible 112: Bible 311, 312, 314, 315, 316, 318, 319, or 410.

For Bible 204: Two hours from Bible 303, 305, 307, 308, or 402 not taken to substitute for Bible 101.

For Bible 211, 212, or 213: Two hours from Bible 311, 312, 314, 315, 316, 318, 319, or 410 not taken to substitute for Bible 112. Two hours from Bible 340, 341, 342, 343, 346, or 348 will be accepted if scheduling problems occur.

** Students planning to certify to teach or to enter most professional schools of medicine, engineering, etc., and students who receive a grade of "D" in English 103 must also take English 104.

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

**** Please note the following health and recreation provisions.

1. **All prospective teachers must take Physical Education 203** in addition to 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 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 in satisfying this requirement. Students majoring in business or a natural science should take Mathematics 105 **IF** they had only one year of high school algebra.

***** Physical Science 102 satisfied by Chemistry 111 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 be accepted as meeting the general social science requirement for graduation.

2. **Students certifying to teach must elect Political Science 205 and Sociology 203.** 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 Social Science must elect Economics 201 as well as Political Science 205 and Sociology 203.

4. Majors in nursing, social work and sociology should elect Sociology 203 for one of these courses in satisfying the general education requirements. Majors in nursing may substitute one course from Anthropology 250, 311, 315, 320, 381, and/or Sociology 301, 305, 345 in satisfying this requirement.

5. **Foreign students**, by Arkansas law, must take History 101 and Political Science 205.

***** In place of Psychology 201 all students preparing to teach should take Education 203, except vocational home economics majors who will take Home Economics 322, 323.

The General Education program is normally designed for the freshman and sophomore years. The student may be excused from any general course requirement if he can demonstrate by a proficiency test that he already possesses the knowledge to be sought in the course. Such exemption carries no semester hours of course credit. Any waiver of a general education course for a specific major is listed in the descriptive material discussing the requirements for that major.

Proficiency in writing should characterize an educated person. 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.

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

- (1) Achieves a score of 630 or higher on the General CLEP English Test that combines the essay and objective part.
- (2) Achieves a grade of "B" or higher in English 103 **at Harding University**, or
- (3) Passes a proficiency test in written English after reaching junior standing.

Any student who has not met one of the waivers before the beginning of the semester in which he anticipates that he will complete graduation requirements **is strongly advised** to enroll in English 249.

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 in upper-level courses. A minor is not required of those who elect a broad area major.

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 chairman 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.

In addition to the General Education courses and certain prescribed courses in the major and minor fields, other courses are selected by the student with the approval of his advisor. The prescribed courses for each major and minor field are listed with the offerings.

If a student desires to obtain two baccalaureate degrees, for example, a Bachelor of Arts degree with one major and a Bachelor of Science degree with another major, a minimum of 160 hours must be completed — 32 hours beyond the requirement for one baccalaureate degree — and the specific requirements of each major must be satisfied.

If a student desires to obtain a double major in a department which offers two or more majors having a large common core of course requirements, the student must complete from the area concerned a minimum of 18 hours beyond the number of hours required for the major with the maximum number of required hours, in addition to completing the cataloged courses specifically listed for each major.

If a student desires a second Bachelor of Arts degree, a second Bachelor of Business Administration degree, or a second Bachelor of Science degree, a minimum of 160 hours must be completed — 32 hours beyond the minimum requirement for the first degree — and the specific requirements of each major must be satisfied.

Undergraduate majors offered at Harding University include:

For the Bachelor of Arts degree:

- | | |
|--------------------------|-----------------------|
| Art | Missions |
| Bible | Music |
| Biblical Languages | Music Education |
| Biology | Physical Education |
| Dietary Technology | Piano |
| Education, Elementary | Political Science |
| Education, Kindergarten | Psychology |
| Education, Secondary | Public Relations |
| Education, Special | Religious Education |
| English | Social Science |
| French | Sociology |
| General Science | Spanish |
| History | Speech |
| Home Economics (General) | Speech Therapy |
| Journalism | Textile Merchandising |
| Mass Communications | Viola |
| Mass Media | Violin |
| Mathematics | Voice |
| Mathematics Education | |

For the Bachelor of Business Administration degree:

- | | |
|---------------------------|-----------------------|
| Accounting | Management |
| Business Education | Marketing |
| Business Systems Analysis | Office Administration |
| Economics | |

For the Bachelor of Science degree:

- | | |
|-----------------------|--------------------------------|
| American Studies | Dietetics |
| Art | General Science |
| Bible | Home Economics (Vocational) |
| Biochemistry | Mathematics |
| Biology | Physics |
| Chemistry | Public Administration |
| Computer Applications | |

For the Bachelor of Science in Medical Technology degree:

- Medical Technology
(in cooperation with an approved hospital)

For the Bachelor of Science in Nursing degree:

- Nursing

For the Bachelor of Social Work degree:

- Social Work

Academic divisions are organized as follows:

I. COLLEGE OF ARTS AND SCIENCES

1. Department of Art
2. Department of Bible, Religion and Philosophy
3. Department of Biological Science
4. Department of English Language and Literature
5. Department of History and Social Science
6. Department of Home Economics
7. Department of Journalism
8. Department of Mathematics
9. Department of Modern Foreign Languages
10. Department of Music
11. Department of Physical Education, Health, and Recreation
12. Department of Physical Science
13. Department of Psychology
14. Department of Sociology and Social Services
15. Department of Speech

II. SCHOOL OF BUSINESS

III. SCHOOL OF EDUCATION

1. Department of Education
2. Graduate Program in Education

IV. SCHOOL OF NURSING

Suggested programs are listed to assist students planning for various fields.

GENERAL EDUCATION PROGRAM

Students who have not definitely decided upon a profession or a purpose toward which to direct their education will find it advantageous to complete as rapidly as possible the prescribed work in General Education. Advisors will help to outline study programs to fit individual needs, but the following is a suggested schedule for the freshman and sophomore years.

In all of the schedules that follow, **P.E. activity** courses must include P.E. 101 with two additional courses (one for those certifying to teach) elected from P.E. 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 212, 214, 215, 221, 222, 225; Rec. 130, 131, 132; and, for physical education majors and minors, P.E. 355, 356.

| First Year | Semester Hours | Second Year | Semester Hours |
|------------------------------|----------------|---|----------------|
| *Art 101 | 2 | *Econ. 201; Pol. Sci. 202, 205; | |
| *Biology 111 | 3 | Soc. 203 (any two) | 6 |
| *English 103 | 3 | *English 201, 202 | 6 |
| *History 101, 111 | 6 | *Math. 101 or elective | 3 |
| *Math. 101 or elective | 3 | P.E. activity | 2 |
| *Music 101 | 2 | Phy. Sci. 101, 102 | 4 |
| *P.E. 101 | 2 | Psychology 201 | 3 |
| *Speech 101 | 3 | Electives | 6 |
| *Bible 101, 112 | 4 | *From Bible 204, 211, 212, 213 | 4 |
| | 28 | | 34 |

*These courses should be completed as listed in the freshman or sophomore years. Elementary education majors **must** take Mathematics 115; however, business, home economics, nursing, psychology, science, and sociology majors should take Mathematics 105, 151, or a higher level course. A student who can demonstrate proficiency in a course may 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 pre-professional courses, the above program must be changed to meet the requirements of the chosen major or profession. The following pages outline a number of pre-professional curricula. Those 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 a student seeking a professional degree is advised to consult with his pre-professional advisor the most recent catalog of the professional school which he wishes to attend. The advisors for the various pre-professional programs are listed on page 199.

PROGRAMS FOR COLLEGE OF ARTS AND SCIENCES

The following program is suggested for students interested in the teaching of art.

| First Year | Second Year | |
|------------------------|-------------------------------------|-------|
| Art 101 | Art 200, 205 | 6 |
| Art 103, 104 | Art 210, 211 | 6 |
| Bible 101, 112 | From Bible 204, 211, 212, 213 | 4 |
| English 103, 104 | Education 203 | 3 |
| History 101, 111 | English 201, 202 | 6 |
| P.E. 101 | Mathematics 101 | 3 |
| Speech 101 | P.E. activity | 1 |
| | Phy. Sci. 101, 102 | 4 |
| | <hr/> | <hr/> |
| | 29 | 33 |

The program for the third and fourth years will be outlined by the chairman of the department.

The following program is suggested for students interested in interior design.

| First Year | Second Year | |
|------------------------|-------------------------------------|-------|
| Art 103, 104 | Art 200, 205 | 6 |
| Art 117 | Art 210 | 3 |
| Bible 101, 112 | Art 249, 250 | 6 |
| English 103 | From Bible 204, 211, 212, 213 | 4 |
| History 101, 111 | English 201, 202 | 6 |
| Mathematics 101 | P.E. activity | 2 |
| Speech 101 | Phy. Sci. 101, 102 | 4 |
| P.E. 101 | Psychology 201 | 3 |
| | <hr/> | <hr/> |
| | 30 | 34 |

The program for the third and fourth years will be outlined by the chairman of the department.

For students certifying to teach art, Art 211 and Education 420 and 461 must be included in the program.

BIBLE

The following program is suggested for all Bible majors in the freshman year.

| | | |
|--------------------------|-------|---------------------------------------|
| Art 101 | 2 | *Eng. 104 is required if the grade in |
| Bible 101, 112 | 4 | Eng. 103 is below "C"; otherwise, |
| *English 103-104 | 6 | Journ. 310 may be elected later in |
| **Greek 101-102 | 8 | lieu of English 104. |
| History 101 or 111 | 3 | **Students with low scores on the |
| Music 101 | 2 | ACT English Usage Test are advised |
| P.E. 101 | 2 | to defer Greek 101-102 to the sopho- |
| Speech 101 | 3 | more year and to take both Hist. |
| | <hr/> | 101 and 111 and Math 101 in the |
| | 30 | 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 | Bible 250 | 2 |
| Mathematics 101 | Bible 318 | 2 |
| Phy. Sci. 101, 102 | Bible 342 | 2 |
| English 201, 202 | Bible 444 | 2 |
| History 101 or 111 | Bible 410, Textual elective | 5 |
| Bible 220 | Hist.-Doct. electives | 3 |
| Textual elective | Preaching electives | 5 |
| Pol. Sci. 202 or 205; | Church Life electives | 6 |
| Econ. 201; or Soc. 203 | Pol. Sci. 202 or 205; | |
| Psychology 201 | Econ. 201; or Soc. 203 | 3 |
| | P.E. activity | 2 |
| | <hr/> | <hr/> |
| | 32 | 32 |

Fourth Year

| | |
|-------------------------------|-------|
| Bible 402 | 3 |
| Hist.-Doct. electives | 5 |
| Preaching electives | 4 |
| Church Life electives | 6 |
| Textual electives | 3 |
| History 430 | 3 |
| Journalism 310 | 2 |
| Speech 341 or Bible 320 | 3 |
| Non-Bible electives | 3 |
| *Elective | 4 |
| | <hr/> |
| | 34 |

*One hour of field work — Bible 327, 337, or 357 — is required.

B. For the Bachelor of Arts degree in Bible:

| Second Year | | Third Year | |
|---|-------|---|----|
| Biology 111 | 3 | Bible 250 | 2 |
| Mathematics 101 | 3 | Textual electives | 7 |
| Phy. Sci. 101, 102 | 4 | Preaching electives | 2 |
| 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 220, Textual elective | 7 | Minor and electives* | 17 |
| Pol. Sci. 202 or 205; Econ. 201; or Soc. 203 | 3 | | |
| Psychology 201 | 3 | | 33 |
| | <hr/> | | |
| | 32 | | |

| Fourth Year | |
|-------------------------|-------|
| Textual electives | 3 |
| Church Life electives | 6 |
| Hist.-Doct. electives | 6 |
| Speech 341 or Bible 320 | 3 |
| Minor and electives* | 15 |
| | <hr/> |
| | 33 |

*A maximum of 12 hours may be elected in Bible courses if the minimum 128 hours for graduation are completed. One hour of field work — Bible 327, 337, or 357 — is required.

C. For the Bachelor of Arts degree in Missions:

| Second Year | | Third Year | |
|---|-------|---|----|
| Bible 220 | 4 | Bible 320 or Speech 341 | 3 |
| Missions elective | 3 | Textual electives | 8 |
| Biology 111 | 3 | Church Life electives | 6 |
| Mathematics 101 | 3 | Hist.-Doct. elective | 3 |
| Phy. Sci. 101, 102 | 4 | Bible 250, Missions electives | 6 |
| English 201, 202 | 6 | P. E. activity | 2 |
| History 101 or 111 | 3 | Philosophy elective | 3 |
| Pol. Sci. 202 or 205; Econ. 201; or Soc. 203 | 3 | Pol. Sci. 202 or 205; Econ. 201; or Soc. 203 | 3 |
| Psychology 201 | 3 | | |
| | <hr/> | | 34 |
| | 32 | | |

| Fourth Year | |
|-----------------------|-------|
| Anthropology elective | 3 |
| Textual electives | 7 |
| Hist.-Doct. electives | 6 |
| *Missions electives | 6 |
| Non-Bible electives | 10 |
| | <hr/> |
| | 32 |

*One hour of field work — Bible 327, 337, or 357 — is required.

CHEMISTRY

BIOCHEMISTRY (B.S.): The following program is outlined for a major in biochemistry. Preprofessional students of dentistry, medicine, and veterinary science must also take Biology 251 and 263 prior to the respective admissions test in the spring of the junior year.

| First Year | | F. | Sp. | Second Year | | F. | Sp. |
|-------------------------|-------|----|-----|--------------------------------|-------|----|-----|
| Chem. 111, 112 | 4 | 4 | | Art 101, Biol. 111, 115 | 2 | 4 | |
| Eng. 103, 104 | 3 | 3 | | Chem. 301, 302 | 4 | 4 | |
| Math. 171, 201 | 5 | 5 | | Eng. 201, 202 | 3 | 3 | |
| P. E. 101, Hist. 101 | 2 | 3 | | Math. 251, Hist. 111 | 4 | 3 | |
| Bible 112, 101 | 2 | 2 | | From Bible 204, 211, 212, 213 | 2 | 2 | |
| | <hr/> | 16 | | | <hr/> | 15 | |
| | | 17 | | | | 16 | |
| Third Year | | F. | Sp. | Fourth Year | | F. | Sp. |
| Chem. 261, *262 | 4 | 4 | | Chem. 326, 310 | 3 | 1 | |
| Chem. 324, 325 | | 4 | | Chem. 411, 412 | 4 | 4 | |
| P. E. activity | 1 | 1 | | Econ. 201 | | 3 | |
| Physics 211, 212 | 4 | 4 | | German 105, 106 | 3 | 3 | |
| Psy. 201, Phy. Sci. 101 | 3 | 2 | | Music 101, Biol. 420 | 2 | 3 | |
| Speech 101 | 3 | | | Pol. Sci. 202, 205 or Soc. 203 | 3 | | |
| Bible | 2 | 2 | | Bible, Phy. Sci. 410 | 2 | 2 | |
| | <hr/> | 17 | | | <hr/> | 17 | |
| | | 17 | | | | 16 | |

*Offered on alternate years

HOME ECONOMICS

GENERAL HOME ECONOMICS (B.A.): The following program prepares the student for homemaking, demonstration, and sales work in foods and home equipment.

| First Year | | F. | Sp. | Second Year | | F. | Sp. |
|----------------------|-------|----|-----|--|-------|----|-----|
| Art 117, Math. 101 | 3 | 3 | | Art 101, Music 101 | 2 | 2 | |
| Eng. 103, Speech 101 | 3 | 3 | | Biol. 111, Psy. 201 | 3 | 3 | |
| Hist. 101, 111 | 3 | 3 | | Econ. 201, Pol. Sci. 202, 205; Soc. 203 (any two) | 3 | 3 | |
| Home Ec. 102, 101 | 3 | 3 | | Eng. 201, 202 | 3 | 3 | |
| P. E. 101 | | 2 | | Home Ec. 203, 201 | 3 | 3 | |
| Bible 112, 101 | 2 | 2 | | From Bible 204, 211, 212, 213 | 2 | 2 | |
| | <hr/> | 14 | | | <hr/> | 16 | |
| | | 16 | | | | 16 | |
| Third Year | | F. | Sp. | Fourth Year | | F. | Sp. |
| Home Ec. 214 | | 2 | | Home Ec. 391, 402 | 3 | 3 | |
| Home Ec. 331 or 433 | | 3 | | Home Ec. 405 | | 3 | |
| Home Ec. 322 or 323 | 3 | | | Electives | 12 | 9 | |
| Home Ec. (elective) | 3 | | | Bible | 2 | 2 | |
| P. E. activity | 1 | 1 | | | <hr/> | 17 | |
| Phy. Sci. 101, 102 | 2 | 2 | | | | 17 | |
| Electives | 5 | 6 | | | | | |
| Bible | 2 | 2 | | | | | |
| | <hr/> | 16 | | | | | |
| | | 16 | | | | | |

INSTITUTIONAL MANAGEMENT AND DIETETICS (B.S.): The following program prepares the student for positions in institutional management, dietetics, and related fields. This four-year plan will meet the requirements of the American Dietetics Association (Plan IV) for food service management and therapeutic and administrative dietetics.*

| First Year | F. | Sp. | Second Year | F. | Sp. |
|-----------------------------|----|-----|--------------------------------|----|-----|
| Art 101 | | 2 | Chem. 111, 115 | 4 | 4 |
| Eng. 103, Math. 105 | 3 | 3 | Econ. 201, Psy. 201 | 3 | 3 |
| Hist. 101, 111 | 3 | 3 | Eng. 201, 202 | 3 | 3 |
| Home Ec. 102, Phy. Sci. 101 | 3 | 2 | Home Ec. 201 | 3 | 3 |
| Music 101 | | 2 | P.E. activity | 1 | 1 |
| P.E. 101 | | 2 | Pol. Sci. 202, 205 or Soc. 203 | 3 | |
| Speech 101 | 3 | | From Bible 204, 211, 212, 213 | 2 | 2 |
| Bible 112, 101 | 2 | 2 | | | |
| | 14 | 16 | | 16 | 16 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|-------------------------|----|-----|-------------------------|----|-----|
| Biol. 111, Home Ec. 323 | 3 | 3 | Anthro. 350 | 3 | |
| Bus. 214 | | 3 | Biol. 271, 275 | 4 | 4 |
| Chem. 271 or 301, 324 | 4 | | Home Ec. 391, 402 | 3 | 3 |
| Educ. 307 or H. Ec. 433 | 3 | | Home Ec. 431 or 332 | 3 | |
| Home Ec. 331 | 3 | | Home Ec. 433 or Ed. 307 | 3 | |
| Home Ec. 332 or 431 | | 3 | Home Ec. 435 or 436 | | 3 |
| Home Ec. 435 or 436 | | 3 | Elective | 2 | |
| Soc. 301, Bible | 3 | 2 | Bible | 2 | 3 |
| | 16 | 17 | | 17 | 16 |

*Those who may wish to prepare specifically for business administration in dietetics or for research and experimental foods should consult the chairman of the department for any necessary variations from the program outlined above.

TEXTILE MERCHANDISING (B.A.): The following program is arranged for those students who desire to enter the field of textile merchandising:

| First Year | F. | Sp. | Second Year | F. | Sp. |
|----------------------|----|-----|-------------------------------|----|-----|
| Art 117, Math. 101 | 3 | 3 | Art 101, Music 101 | 2 | 2 |
| Eng. 103, Speech 101 | 3 | 3 | Biol. 111, Elective | 3 | 3 |
| Hist. 101, 111 | 3 | 3 | Econ. 201, 202 | 3 | 3 |
| Home Ec. 101, 102 | 3 | 3 | Eng. 201, 202 | 3 | 3 |
| P.E. 101 | | 2 | Home Ec. 202, 201 | 3 | 3 |
| Bible 112, 101 | 2 | 2 | From Bible 204, 211, 212, 213 | 2 | 2 |
| | 14 | 16 | | 16 | 16 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|---------------------|----|-----|--------------------------|----|-----|
| Acct. 205, Psy. 201 | 3 | 3 | Bus. 315, Mgt. 368 | 3 | 3 |
| Home Ec. 203, 214 | 3 | 2 | Home Ec. 305 or 303, 331 | 6 | 3 |
| Home Ec. 303 or 305 | 3 | | Home Ec. 391, 402 | 3 | 3 |
| Home Ec. 322 or 323 | 3 | | Home Ec. 406, 412 | 3 | 2 |
| P.E. activity | 1 | 1 | Mkt. 330 | | 3 |
| Phy. Sci. 101, 102 | 2 | 2 | Elective (u-l) | | 3 |
| Soc. 203 | | 3 | Bible (u-l) | 2 | 2 |
| Elective | | 3 | | | |
| Bible (u-l) | 2 | 2 | | 17 | 16 |
| | 17 | 16 | | | |

VOCATIONAL HOME ECONOMICS (B.S.): The following program is arranged for those preparing to teach vocational home economics or to become extension home economists:

| First Year | F. | Sp. | Second Year | F. | Sp. |
|-----------------------|----|-----|-------------------------------|----|-----|
| Art 117, Hist. 101 | 3 | 3 | Chem. 111, 115 | 4 | 4 |
| Eng. 103-104 | 3 | 3 | English 201, 202 | 3 | 3 |
| Home Ec. 101, 102 | 3 | 3 | Home Ec. 203, 201 | 3 | 3 |
| Math. 105, Speech 101 | 3 | 3 | Home Ec. 251, Hist. 111 | 3 | 3 |
| P.E. 101 | | 2 | Music 101 | | 2 |
| P.E. activity | 1 | | From Bible 204, 211, 212, 213 | 2 | 2 |
| Bible 112, 101 | 2 | 2 | | | |
| | 15 | 16 | | 15 | 17 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|--------------------------|----|-----|-----------------------|----|-----|
| Biol. 275 | 4 | | Educ. 320, 417, 451 | | 11 |
| Educ. 336 | | 3 | Educ. 424 | 3 | |
| Home Ec. 202, 303 or 305 | 3 | | Health Educ. 203 | 3 | |
| Home Ec. 322, 323 | 3 | 3 | Home Ec. 391 or 331 | 3 | |
| Home Ec. 331 or 391 | 3 | | Home Ec. elec. or 402 | 3 | |
| Home Ec. elec. or 402 | | 3 | Home Ec. 406 | 3 | |
| Pol. Sci. 205 | 3 | | Home Ec. 405, 412 | | 5 |
| Soc. 203 | 3 | | Bible | 2 | |
| Bible | 2 | 2 | | | |
| | 15 | 17 | <i>Educ 307</i> | 17 | 16 |
| | | | | 3 | |

Deviations from General Education requirements for majors in vocational home economics: Biol. 275 is taken instead of 111; Home Ec. 322, 323 replace Educ. 203; and Chem. 111 replaces Phy. Sci. 102. Art 101 and Phy. Sci. 101 are waived.

Non-teaching majors for the Bachelor of Science degree in vocational home economics may omit the courses in education and Health Educ. 203 and choose electives instead but must include Art 101, Home Ec. 214, Phy. Sci. 101, Psy. 201 and one additional hour in P.E. activity.

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 student wishing to prepare for a career as a librarian consider the following in planning his undergraduate program:

1. Develop a broad knowledge in the liberal arts by electing a number of courses from the humanities, sciences, and social sciences,
2. Select more than the required courses in literature so as to develop depth in this field,
3. Major in the discipline of your interest since subject specialists 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.

Any student who plans to specialize in school library work should also take the professional education courses required for certification in the state in which he plans to work as a librarian.

MUSIC EDUCATION (B.A.)

Those planning to teach music should follow for the first two years the curriculum below. The program for the junior and senior years will be outlined by the chairman of the department. Included in the program must be Health Education 203, Political Science 205, and Sociology 203. Music 116 or 403 and Education 426 and 461 must be included.

| First Year | Semester Hours | Second Year | Semester Hours |
|------------------------|----------------|-------------------------------------|----------------|
| Art 101 | 2 | Biology 111 | 3 |
| English 103-104 | 6 | English 201, 202 | 6 |
| History 101, 111 | 6 | Math. 101, Speech 101 | 6 |
| Music 111-112 | 6 | Music 251-252 | 6 |
| Music 113-114 | 2 | Music 253-254 | 2 |
| P.E. 101 | 2 | Phy. Sci. 101 or 102 | 2 |
| Piano 101, 102 | 2 | Piano 201, 202 | 2 |
| Voice 101, 102 | 2 | Voice 201, 202 | 2 |
| Bible 112, 101 | 4 | From Bible 204, 211, 212, 213 | 4 |
| | 32 | | 33 |

Piano, viola, violin, and voice majors should consult with the chairman of the department.

PHYSICS (B.S.)

The following program is recommended for the first two years of a physics major. It is further recommended that a physics major also complete a double major in mathematics. The program for the junior and senior years will be planned by the student's academic advisor.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|----------------------------|----|-----|-------------------------------------|----|-----|
| Art 101 or Music 101 | | 2 | English 201, 202 | 3 | 3 |
| Chemistry 111-112 | 4 | 4 | History 101, 111 | 3 | 3 |
| English 103 | 3 | | Math. 251-252 | 4 | 4 |
| *Math. 171, 201 | 5 | 5 | P.E. activity | 1 | 1 |
| P.E. 101 | 2 | | Physics 211-212 | 4 | 4 |
| Speech 101 | | 3 | From Bible 204, 211, 212, 213 | 2 | 2 |
| Bible 112, 101 | 2 | 2 | | | |
| | 16 | 16 | | 17 | 17 |

*Students with adequate mathematics background should take Math. 201 in the fall and Math. 251 in the spring.

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 pre-agriculture training at Harding. The following is the suggested arrangement of courses. Each student should check the curriculum of the college of agriculture he plans to enter to determine the specific electives he should choose.

| First Year | Semester Hours | Second Year | Semester Hours |
|-----------------------------|----------------|-------------------------------------|----------------|
| Biology 111, 115; 152 | 8 | Biology 271, 313 | 7 |
| Chem. 111, 115 | 8 | Chem. 271 or 301 | 4 |
| English 103-104 | 6 | English 201, 202 | 6 |
| History 101 | 3 | Speech 101 | 3 |
| P.E. 101 | 2 | *Elective | 9 |
| Bible 112, 101 | 4 | From Bible 204, 211, 212, 213 | 4 |
| | 31 | | 33 |

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

PREARCHITECTURE (Maurice L. Lawson, M.S. — Advisor)

Students planning a career in architecture, architectural engineering, or regional and city planning should expect to spend five years to complete a degree. Most schools of architecture require that the last four years of the program be completed in residence. There are some four-year related programs in such fields as construction technology and interior design, but these programs do not lead to certification as a licensed architect.

For students who need or prefer two years at Harding, the following program is recommended. The advisor will prepare a one-year program according to the background of the student and the requirements of the school of architecture.

| First Year | Semester Hours | Second Year | Semester Hours |
|---------------------|----------------|-------------------------------------|----------------|
| Art 103, 104 | 6 | Art 221-222 | 4 |
| Chem. 111-112 | 8 | English 104 | 3 |
| English 103 | 3 | History 101, 111 | 6 |
| Math. 171-201 | 10 | Math. 251-252 | 8 |
| P.E. 101 | 2 | Physics 211-212 | 8 |
| Bible 112-101 | 4 | From Bible 204, 211, 212, 213 | 4 |
| | 33 | | 33 |

PRE DENTISTRY (Jack Wood Sears, Ph.D — 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 biological science, 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. The student is advised to obtain in advance the admission requirements of the school of dentistry he plans to enter.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|------------------------|----|-----|-------------------------------------|----|-----|
| Chem. 111-112 | 4 | 4 | Art 101 or Music 101 | | 2 |
| English 103-104 | 3 | 3 | Biology 111, 115; 152 | 4 | 4 |
| History 101, 111 | 3 | 3 | Econ. 201, Speech 101 | 3 | 3 |
| *Math. 151, 152 | 4 | 3 | English 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 204, 211, 212, 213 | 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. 251, 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 |
| | <hr/> 16 | <hr/> 16 |

PRE-ENGINEERING (Maurice L. Lawson, M.S. — Advisor)

The standard pre-engineering course is two years followed by transfer to the engineering school. The 3-2 plan, however, permits the student to obtain a broader foundation for engineering by spending three years in liberal arts study and two years in the engineering school to receive his Bachelor's in engineering. Harding University has 3-2 plans arranged with the Colleges of Engineering of the University of Arkansas, Georgia Institute of Technology, the University of Missouri, and the Louisiana Polytechnic Institute. Upon the successful completion of an approved 3-2 plan a student may receive from Harding University the baccalaureate degree with a major in general science in addition to the engineering degree from his chosen college of engineering. Stanford University has a 4-2 plan by which outstanding students may complete four years in a liberal arts college, then transfer to Stanford and receive the Master of Science in engineering in two years. Those wishing to follow the 3-2 or 4-2 plan should outline their programs with the help of the pre-engineering advisor.

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

| First Year | F. | Sp. | Second Year | F. | Sp. |
|----------------------|----------|----------|---------------------------------------|----------|----------|
| Chem. 111-112..... | 4 | 4 | Art 221-222..... | 2 | 2 |
| English 103-104..... | 3 | 3 | *Econ. 201-202..... | 3 | 3 |
| History 101..... | | 3 | Math 251-252..... | 4 | 4 |
| Math. 171-201..... | 5 | 5 | P.E. activity..... | 1 | 1 |
| P.E. 101..... | 2 | | Physics 211-212..... | 4 | 4 |
| Bible 112, 101..... | 2 | 2 | From Bible 204, 211, 212, 213..... | 2 | 2 |
| | <hr/> 16 | <hr/> 17 | | <hr/> 16 | <hr/> 16 |

For chemical engineering majors who wish to take the third year at Harding, the following program is suggested.

| Third Year | F. | Sp. |
|-------------------------|----------|----------|
| Chem. 301-302..... | 4 | 4 |
| Chem. 411-412..... | 4 | 4 |
| Physics 301 or 421..... | 3 | or 3 |
| Electives..... | 4-7 | 3-6 |
| Bible..... | 2 | 2 |
| | <hr/> 17 | <hr/> 16 |

*Chemical engineering majors should substitute Chem. 261 for Econ. 202.

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 under-

graduate 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 speech. 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 student at Harding is given broad latitude in his course selections to enable him to explore his 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 approved school of medical technology, and who meet the other requirements for graduation.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|-----------------------|----------|----------|---------------------------------------|----------|----------|
| Chem. 111-112..... | 4 | 4 | Art 101, Music 101..... | 2 | 2 |
| English 103-104..... | 3 | 3 | Biol. 111, 115; 152..... | 4 | 4 |
| History 101, 111..... | 3 | 3 | Chem. 261, Psy. 201..... | 4 | 3 |
| Math. 151 or 152..... | 3 | | English 201, 202..... | 3 | 3 |
| P.E. 101..... | 2 | | P.E. activity..... | 1 | 1 |
| Speech 101..... | 3 | | From Bible 204, 211, 212, 213..... | 2 | 2 |
| Bible 112, 101..... | 2 | 2 | | <hr/> 16 | <hr/> 15 |
| | <hr/> 15 | <hr/> 17 | | | |

| Third Year | F. | Sp. |
|--------------------------------|----------|----------|
| Biology 271..... | | 4 |
| *Biology elective..... | 4 | |
| *Chem. 271 or 301..... | 4 | |
| Econ. 201..... | 3 | |
| Phy. Sci. 101..... | | 2 |
| **Elective..... | 4 | 4 |
| Pol. Sci. 202, 205 or Soc. 203 | 3 | |
| Bible..... | 2 | 3 |
| | <hr/> 17 | <hr/> 16 |

*Students planning to go to the University of Arkansas School of Medical Technology should take Chem. 301-302 instead of Chem. 271 and a biology elective; hence should take Biol. 271 in the fall.

**Physics 201-202 are strongly recommended. If Physics 201-202 are not elected, Biol. 405, 420 are recommended.

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 should choose biological science, general science, or chemistry as their major field of concentration. 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.

| First Year | | | Second Year | | |
|--------------------------|----|-----|-------------------------------|----|-----|
| | F. | Sp. | | F. | Sp. |
| Biol. 111, 115; 152..... | 4 | 4 | Art 101, Hist. 111 | 2 | 3 |
| Chem. 111-112..... | 4 | 4 | Biol. 251, 263..... | 4 | 4 |
| Eng. 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 | |
| | | | From Bible 204, 211, 212, 213 | 2 | 2 |
| | 18 | 18 | | 17 | 16 |

| Third Year*** | | | Fourth Year | | |
|-----------------------------|----|-----|----------------------------------|----|-----|
| | F. | Sp. | | F. | Sp. |
| Biol. 405, 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 elec., Biol. 412 | 4 | 2 |
| Hist. 101, Econ. 201 | 3 | 3 | Pol. Sci. 202, 205 or Soc. 203.. | 3 | 3 |
| P.E. activity..... | 1 | | Psy. 201, Elective..... | 3 | 3 |
| Speech 101, Music 101..... | 3 | 2 | P.E. activity..... | 1 | |
| Bible..... | 2 | 2 | Bible..... | 2 | 2 |
| | 18 | 18 | | 17 | 17 |

*Students inadequately prepared for Math. 171-201 must first take 151, 152, or in case of very inadequate preparation, even 105. Computing 215 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.

PRENURSING (Bryce Roberson, Ph.D.; George W. Woodruff, Ed.D. — Advisors)

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 student has adequate academic preparation from high school and is 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 student will include in his high school program two years of algebra, one year of chemistry, and four years of English. A student who does not have this preparation should plan to attend one or more summer sessions, or a third year of preprofessional study in order to meet the requirements for admission to the nursing program. Since the mean ACT composite summary score achieved by entering Harding freshmen is approximately 21, a student can get some idea as to the adequacy of his preparation for college work by checking his composite ACT score. Satisfactory completion of the curriculum outlined below does not automatically admit the student to the nursing program, but formal application for admission to the program must be made to the School of Nursing by February 1, prior to the fall semester that the student seeks admission, and an evaluation of the applicant must be submitted by the Prenursing Advisory Committee. These factors make it most important that prospective nursing majors go to the prenursing advisors for planning their preprofessional programs of classes. The following program is outlined for the benefit of students.

| First Year | | | Second Year | | |
|--|----|-----|----------------------------------|----|-----|
| | F. | Sp. | | F. | Sp. |
| *Chem. 111, 115 | 4 | 4 | Art 101 or Music 101 | 2 | 2 |
| *Eng. 103 | 3 | | *Biol. 271, *Nursing 201 | 4 | 4 |
| Eng. 201, 202, 251, 252, 271, or 272 | | 3 | *Biol. 275, 276 | 4 | 4 |
| Hist. 101, 111..... | 3 | 3 | *Home Ec. 331, Speech 101 | 3 | 3 |
| **Math. 105 or 151..... | 3 | | P.E. activity..... | 1 | |
| P.E. 101..... | 2 | | *Psy. 240, Soc. 203 | 3 | 3 |
| *Psy. 201 | 3 | | Bible 204, 211, 212 or 213 | 2 | 2 |
| Bible 112, 101 | 2 | 2 | | 17 | 18 |
| | 15 | 17 | | | |

**For Transfer Students
Summer School: *Nursing 201**

Other required courses will be available in summer school, but 14 hours, 7 hours each session, is the absolute maximum that can be earned. **It is strongly recommended that only Biol. 276, Home Ec. 331, Nursing 201 and/or Psy. 240 be left for the summer session.**

***Courses preceded by an asterisk, and listed above in bold-face type, must be completed satisfactorily, grade of "C" or higher, before the student will be admitted to the nursing program as outlined on page 70.**

**If a student has taken less than two years of algebra in high school, the student must take Math. 105 prior to enrolling in Chem. 111. He should enroll in Math. 105 during the summer session preceding the fall semester of the first year. Otherwise, the student will be required to postpone Chem. 111, 115 until the following summer.

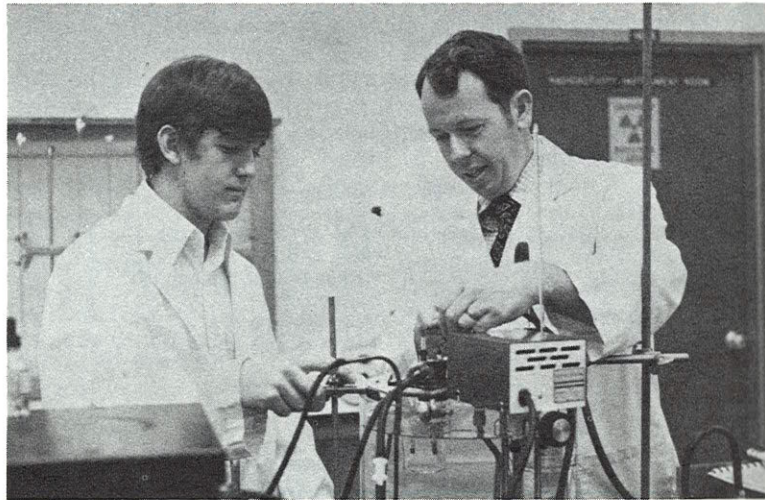
Preoptometry (Dean B. Priest, Ph.D. — Advisor)

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

| First Year | F. | Sp. | Second Year | F. | Sp. |
|--------------------------|-------|-------|-------------------------------|-------|-------|
| Biol. 111, 115; 152..... | 4 | 4 | Chem. 111-112..... | 4 | 4 |
| English 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 | 2 | Bible 204, 211, 212, 213..... | 2 | 2 |
| Bible 112, 101..... | 2 | 2 | | | |
| | <hr/> | <hr/> | | <hr/> | <hr/> |
| | 16 | 17 | | 16 | 17 |

*Students inadequately prepared for Math. 151 must take 105 instead.

Since the requirements vary widely among different schools of optometry, the student is advised to obtain in advance the admission requirements of the school of optometry he plans 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, the student should obtain a copy of the catalog of the pharmacy school he plans to attend. The following schedule meets the entrance requirements of the University of Arkansas College of Pharmacy. Because of the heavy science load in this curriculum, many students add an additional summer or spend three years at Harding before entering pharmacy school.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|--------------------------|-------|-------|-------------------------------|-------|-------|
| Biol. 111, 115; 152..... | 4 | 4 | Acct. 205..... | 3 | |
| Chem. 111-112..... | 4 | 4 | Chem. 301-302..... | 4 | 4 |
| English 103-104..... | 3 | 3 | History 101, 111..... | 3 | 3 |
| *Math. 171, 201..... | 5 | 5 | Physics 201..... | 4 | |
| Bible 112, 101..... | 2 | 2 | Speech 101..... | | 3 |
| | <hr/> | <hr/> | Bible 204, 211, 212, 213..... | 2 | 2 |
| | 18 | 18 | P.E. 101, Electives..... | 2 | 6 |
| | | | | <hr/> | <hr/> |
| | | | | 18 | 18 |

*Students inadequately prepared for Math. 171 must take the prerequisite courses.

PREPHYSICAL THERAPY (Maurice L. Lawson, M.S. — Advisor)
This program is essentially the same as the premedical program except that another semester of psychology and a year of sociology should be included. Each student should check the specific requirements of the physical therapy school he plans to attend.

PREVETERINARY SCIENCE (Michael V. Plummer, Ph.D. — Advisor)

This program is essentially the same as that outlined for premedicine. Each student should check the specific requirements of the school of veterinary science he plans to attend. It is recommended that a student obtain the baccalaureate degree if he intends to apply to a school of veterinary science.

SPEECH THERAPY (B.A.) (Richard Walker, Ph.D. — Advisor)

The following program is designed to meet Arkansas certification requirements for speech therapy and to prepare one for graduate study in speech therapy. The student must gain admission to the teacher education program before taking the upper-level education courses and to the supervised teaching semester before taking the "block" courses. **For certification to teach speech**, a student must take additional speech and education courses, including 6 hours of supervised teaching.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|---------------------------------|-------|-------|------------------------------------|-------|-------|
| Biol. 111, 115; Math 101..... | 4 | 3 | Biol. 275, Health Ed. 203..... | 4 | 3 |
| Eng. 103-104..... | 3 | 3 | Eng. 201, 202..... | 3 | 3 |
| Hist. 101, 111..... | 3 | 3 | Music 101, Art 101..... | 2 | 2 |
| P.E. 101..... | 2 | 2 | Phy. Sci. 101, 102..... | 2 | 2 |
| Speech 101, 211..... | 3 | 3 | Speech 250, 300..... | 3 | 1 |
| Bible 112, 101..... | 2 | 2 | Speech 252, Educ. 203..... | 1 | 3 |
| | <hr/> | <hr/> | From Bible 204, 211, 212, 213..... | 2 | 2 |
| | 15 | 16 | | <hr/> | <hr/> |
| | | | | 17 | 16 |
| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
| Educ. 307; 409 or 414..... | 3 | 3 | Soc. 203 or Pol. Sci. 205..... | 3 | 3 |
| P.E. activity..... | 1 | | Speech 401, 400..... | 3 | 3 |
| Pol. Sci. 205 or Soc. 203..... | | 3 | Speech 406..... | | 3 |
| Speech 255 (or 110)..... | 3 | | Speech 407..... | | 3 |
| Speech 300, Educ. 336..... | 1 | 3 | Speech 420..... | | 3 |
| Speech 405, Educ. elective..... | 3 | 3 | Electives..... | 9 | 6 |
| Bible..... | 2 | 2 | Bible..... | 2 | 2 |
| | <hr/> | <hr/> | | <hr/> | <hr/> |
| | 16 | 17 | | 17 | 15 |

TEACHING

Students preparing to teach have three choices in regard to preparation: (1) they may major in education as outlined later and take enough subject matter to certify in two teaching fields; or (2) they may major in their chosen subject matter psychology to meet certification requirements; or (3) follow either plan just outlined with a year of graduate work leading to the Master of Education degree. This graduate year is a combination of subject matter and professional work to fit the need of each teacher.

Those planning to teach elementary education, special education or home economics must complete a major in the chosen Office of the Provost

teaching field. All students planning to meet certification requirements should check the catalog material under the School of Education on pages 166 and 167.

PROGRAMS FOR SCHOOL OF BUSINESS

ACCOUNTING (B.B.A.): For those majoring in accounting the following program is outlined.

| First Year | | Second Year | | Third Year | | Fourth Year | |
|-----------------------|-------|-------------------------------|-------|---------------------|-------|---------------------------|-------|
| F. | Sp. | F. | Sp. | F. | Sp. | F. | Sp. |
| Acct. 205-206 | 3 3 | Acct. 301-302 | 3 3 | Acct. 305, Mkt. 330 | 3 3 | Acct. 401-402 | 3 3 |
| Eng. 103, Speech 101 | 3 3 | Bus. 255 | 3 3 | Acct. 306-307 | 3 3 | Acct. 411 | 4 4 |
| Hist. 101, 111 | 3 3 | Econ. 201-202 | 3 3 | Art 101, Music 101 | 2 2 | Bus. 350 or 351, Mgt. 430 | 3 3 |
| *Math. 210, Biol. 111 | 4 3 | Eng. 201, 202 | 3 3 | Bus. 315, 316 | 3 3 | Bus. 343, Comp. 214 | 3 3 |
| P.E. 101 | 2 2 | Phy. Sci. 101, 102 | 2 2 | Psy. 201, Mgt. 368 | 3 3 | Electives | 4 4 |
| Bible 101, 112 | 2 2 | P.E. activity | 1 1 | Bible | 2 3 | Bus. 435, Bible | 2 2 |
| | 15 16 | Pol. Sci. 202 or 205 | 3 3 | | 16 17 | | 15 15 |
| | | From Bible 204, 211, 212, 213 | 2 2 | | | | |
| | | | 17 17 | | | | |

*Students not adequately prepared to take Math. 210 in the fall 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 should be taken before 210 is attempted.

BUSINESS EDUCATION (B.B.A.): Students preparing to teach business should follow one of the two programs outlined below.

A. For certification to teach general business and secretarial subjects (Plan 1):

| First Year | | Second Year | | Third Year | | Fourth Year | |
|----------------------|-------|-------------------------------|-------|---------------------------|-------|--------------------------|-------|
| F. | Sp. | F. | Sp. | F. | Sp. | F. | Sp. |
| Art 101 or Music 101 | 2 2 | Acct. 205-206 | 3 3 | Bus. 350, Eng. 201 or 202 | 3 3 | Bus. 251, 422 | 3 2 |
| *Bus. 106-107 | 2 2 | Bus. 102, 252 | 3 3 | Bus. 315, Econ. 320 | 3 3 | Comp. 214, Bus. 451 | 3 6 |
| Bus. 117 | 2 2 | **Bus. 218, Mkt. 330 | 2 3 | Bus. 343, Mgt. 368 | 3 3 | Educ. 320 | 2 2 |
| Eng. 103-104 | 3 3 | Econ. 201-202 | 3 3 | Educ. 307, 336 | 3 3 | Educ. 417 | 3 3 |
| Hist. 101, 111 | 3 3 | Educ. 203, Soc. 203 | 3 3 | Biol. 111, Bus. 421 | 3 2 | Pol. Sci. 205, Educ. 450 | 3 1 |
| ***Math. 210 | 4 4 | Phy. Sci. 101 | 2 2 | Bible | 2 3 | Health Educ. 203 | 3 3 |
| P.E. 101, Speech 101 | 2 3 | From Bible 204, 211, 212, 213 | 2 2 | | 18 17 | Bus. 435 | 2 2 |
| Bible 101, 112 | 2 2 | | 18 17 | | | Mgt. 430 | 3 3 |
| | 16 17 | | | | | | 17 14 |

*Business 106 may be omitted if previous training satisfies.

**Prerequisites to Business 251 unless previous training satisfies.

***Student not adequately prepared to take Math. 210 should take Math. 105 and plan to take Math. 210 the following summer session.

B. For certification to teach general business, bookkeeping, and economics (Plan II):

| First Year | | Second Year | | Third Year | | Fourth Year | |
|---------------------|-------|-------------------------------|-------|---------------------------|-------|-------------------------|-------|
| F. | Sp. | F. | Sp. | F. | Sp. | F. | Sp. |
| *Bus. 105-106 | 2 2 | Acct. 205-206 | 3 3 | Bus. 315, Comp. 214 | 3 3 | Bus. 343, 451 | 3 6 |
| Bus. 117 | 2 2 | Econ. 201-202 | 3 3 | Educ. 307, 336 | 3 3 | Bus. 422, 421 | 1 2 |
| Eng. 103-104 | 3 3 | Eng. 201, 202 | 3 3 | Bus. 350, Econ. 320 | 3 3 | Educ. 320 | 2 2 |
| Hist. 101, 111 | 3 3 | P.E. activity | 1 1 | Mkt. 330, Mgt. 368 | 3 3 | Educ. 417 | 3 3 |
| **Math. 210 | 4 4 | Phy. Sci. 101, Educ. 203 | 2 3 | Pol. Sci. 205, Speech 101 | 3 3 | Health Educ. 203 | 3 3 |
| Biol. 111, P.E. 101 | 3 2 | Art 101, Music 101 | 2 2 | Bible | 2 2 | Soc. 203, Educ. 450 | 3 1 |
| Bible 101, 112 | 2 2 | From Bible 204, 211, 212, 213 | 2 2 | | 17 17 | Mgt. 430, Bus. elective | 3 2 |
| | 15 16 | | 16 16 | | | Bus. 435 | 3 3 |
| | | | | | | | 16 16 |

*Bus. 105 may be omitted if previous training satisfies.

**Students not adequately prepared to take Math. 210 should take Math. 105 and plan to take Math. 210 the following summer session.

BUSINESS SYSTEMS ANALYSIS (B.B.A.): The following program is outlined for business systems analysis majors.

| First Year | | Second Year | | Third Year | | Fourth Year | |
|-------------------------|-------|-------------------------------|-----|-----------------------|-------|------------------|-------|
| F. | Sp. | F. | Sp. | F. | Sp. | F. | Sp. |
| Eng. 103, Speech 101 | 3 3 | Acct. 205-206 | 3 3 | Bus. 315, Mkt. 330 | 3 3 | Bus. 350 or 351 | 3 3 |
| Hist. 101, 111 | 3 3 | Comp. 215, 261 | 3 3 | Bus. 343, Mgt. 368 | 3 3 | Comp. *329, *381 | 3 3 |
| Math. 210, Comp. 214 | 4 3 | Econ. 201-202 | 3 3 | Biol. 111, Bus. 255 | 3 3 | Mgt. 430 | 3 3 |
| Music 101, Art 101 | 2 2 | Eng. 201, 202 | 3 3 | Comp. *325, *327 | 3 3 | **Electives | 8 8 |
| P.E. 101, Phy. Sci. 102 | 2 2 | P.E. activity | 1 1 | Psy. 201, **Electives | 3 3 | Bus. 435, Bible | 2 2 |
| Bible 101, 112 | 2 2 | Phy. Sci. 101 | 2 2 | Bible | 2 2 | | 16 16 |
| | 16 15 | From Bible 204, 211, 212, 213 | 2 2 | | 17 17 | | |

*Alternate-year courses.

**9 hours of electives must be in the School of Business.

ECONOMICS (B.B.A.): The following program is outlined for economics majors.

1979-1980 Harding University Catalog

| First Year | F. | Sp. | Second Year | F. | Sp. |
|-------------------------|----|-----|-------------------------------|----|-----|
| Eng. 103, Speech 101 | 3 | 3 | Acct. 205-206 | 3 | 3 |
| Hist. 101, 111 | 3 | 3 | Econ. 201-202 | 3 | 3 |
| **Math. 210, Biol. 111 | 4 | 3 | Eng. 201, 202 | 3 | 3 |
| Music 101, Art 101 | 2 | 2 | Phy. Sci. 101 | 2 | |
| P.E. 101, Phy. Sci. 102 | 2 | 2 | P.E. activity | | 1 |
| Bible 101, 112 | 2 | 2 | Psy. 201, Bus. 255 | 3 | 3 |
| | | | From Bible 204, 211, 212, 213 | 2 | 2 |
| | 16 | 15 | | 16 | 15 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|------------------------------|----|-----|------------------------------|----|-----|
| Bus. 315, *Econ. 340 | 3 | 3 | Bus. 343, Mgt. 333 | 3 | 3 |
| Econ. 310, *Econ. 311 or 420 | 3 | 3 | Bus. 350, P.E. activity | 3 | 1 |
| Mgt. 368, Mkt. 330 | 3 | 3 | Comp. 214, *Econ. 311 or 420 | 3 | 3 |
| Pol. Sci. 202 or 205 | 3 | | Mgt. 430 | | 3 |
| ***Electives, Acct. 360 | 3 | 6 | ***Electives | 6 | 3 |
| Bible | 2 | 2 | Bus. 435, Bible | 2 | 2 |
| | 17 | 17 | | 17 | 15 |

*Alternate-year courses.

**Students not adequately prepared to take Math. 210 in the fall 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 should be taken.

***12 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, 360 | 3 | 3 | Bus. 343, Mgt. 425 | 3 | 3 |
| Bus. 315, 316 | 3 | 3 | Comp. 214, Bus. 350 or 351 | 3 | 3 |
| Mgt. 332 or 333 | 3 | | Mgt. 354, 430 | 3 | 3 |
| Mgt. 368, Mkt. 330 | 3 | 3 | P.E. activity | 1 | |
| Pol. Sci. 202 or 205 | 3 | | *Electives | 3 | 6 |
| *Electives | | 6 | Bus. 435, Bible | 2 | 2 |
| Bible | 2 | 2 | | 15 | 17 |
| | 17 | 17 | | | |

*9 hours of electives must be in the School of Business.

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. 315, Acct. 360 | 3 | 3 | Bus. 343, Mgt. 430 | 3 | 3 |
| Mgt. 368, Mkt. 330 | 3 | 3 | Comp. 214, Bus. 350 | 3 | 3 |
| Mkt. 335, 337 | 3 | 3 | Mkt. 336, 400 | 3 | 3 |
| Pol. Sci. 202 or 205 | 3 | | P.E. activity | | 1 |
| *Electives | 3 | 3 | *Electives | 6 | 3 |
| Bible | 2 | 2 | Bus. 435, Bible | 2 | 2 |
| | 17 | 17 | | 16 | 15 |

*12 hours of electives must be in the School of Business.

OFFICE ADMINISTRATION (B.B.A.): The following program is outlined for office administration majors.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|----------------------|----|-----|-------------------------------|----|-----|
| Art 101 or Music 101 | 2 | | Acct. 205-206 | 3 | 3 |
| Bus. 106, 107 | 2 | 2 | Bus. 102 | 3 | |
| Bus. 117, *Math. 210 | 2 | 4 | Bus. 252 or Acct. 360 | 3 | |
| Bus. 218 | | 2 | Eng. 201, 202 | 3 | 3 |
| Eng. 103, 104 | 3 | 3 | Phy. Sci. 101, 102 | 2 | 2 |
| Hist. 101, 111 | 3 | 3 | Pol. Sci. 202 or 205 | | 3 |
| P.E. 101 | 2 | | Speech 101 | | 3 |
| Bible 112, 101 | 2 | 2 | From Bible 204, 211, 212, 213 | 2 | 2 |
| | 16 | 16 | | 16 | 16 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|---------------------|----|-----|------------------------|----|-----|
| Bus. 255, 350 | 3 | 3 | Comp. 214, upper-level | | |
| Bus. 315 | 3 | | Bus. Elec. | 3 | 3 |
| Econ. 201, 202 | 3 | 3 | Bus. 251, Mgt. 430 | 3 | 3 |
| P.E. activity | | 1 | Mgt. 368, Econ. 320 | 3 | 3 |
| Psy. 201, Biol. 111 | 3 | 3 | Mkt. 330 | 3 | |
| Bus. 343, Elective | 3 | 3 | P.E. activity | | 1 |
| Bible | 2 | 2 | Electives | 3 | 3 |
| | 17 | 15 | Bus. 435, Bible | 2 | 2 |
| | | | | 17 | 15 |

*Students not adequately prepared to take Math. 210 should take Math. 105 and plan to take Math. 210 the following summer session.

SECRETARIAL SCIENCE: Students interested in clerical, secretarial or office supervisory positions may elect one of the one-year programs or the Associate of Arts degree program outlined below.

One-Year Certificate Secretarial Science program: **A Certificate of Achievement** will be awarded to students who satisfactorily complete (2.00 minimum cumulative grade point) one of the programs outlined below.

A. Stenographic program for students with no prior training in secretarial science:

| Fall | Semester Hours | Spring | Semester Hours |
|---------------------|----------------|---------------------|----------------|
| Business 101 | 3 | Accounting 205 | 3 |
| Business 105 or 106 | 2 | Business 102 | 3 |
| Business 117 | 2 | Business 106 or 107 | 2 |
| Business 218 | 2 | Mathematics 101 | 3 |
| English 103 | 3 | Economics 201 | 3 |
| Bible 112 | 2 | Bible 101 | 2 |
| | 14 | | 16 |

B. Stenographic program for those with prior training in secretarial science:

| Fall | Semester Hours | Spring | Semester Hours |
|---------------------|----------------|--------------------------------|----------------|
| *Business 102 | 3 | Business 106 or 107 | 2 |
| Business 105 or 106 | 2 | Mathematics 101 | 3 |
| Business 218 | 2 | Business 117 | 2 |
| Business 251 | 3 | Business 252 or Accounting 205 | 3 |
| English 103 | 3 | Economics 201 | 3 |
| Bible 112 | 2 | Bible 101 | 2 |
| | 15 | | 15 |

*If a student already has the background to take Bus. 252 in the spring he may take an elective in the place of Bus. 102 in the fall.

C. Clerical program for those with no prior training who prefer a general business course:

| Fall | | Spring | |
|---------------------|----------------|---------------------|----------------|
| | Semester Hours | | Semester Hours |
| Accounting 205 | 3 | Accounting 206 | 3 |
| Business 105 or 106 | 2 | Business 106 or 107 | 2 |
| Economics 201 | 3 | Mathematics 101 | 3 |
| Business 117 | 2 | Business 218 | 2 |
| English 103 | 3 | Speech 101 | 3 |
| Bible 112 | 2 | Bible 101 | 2 |
| | <hr/> 15 | | <hr/> 15 |

Associate of Arts Degree Program in Secretarial Science

| First Year | | | Second Year | | |
|----------------------|----------|----------|-------------------------------|----------|----------|
| | F. | Sp. | | F. | Sp. |
| Acct. 205 | 3 | 3 | Acct. 206 or Bus. 315 or 350 | 3 | 3 |
| Biol. 111, Math. 101 | 3 | 3 | Bus. 102, 252 | 3 | 3 |
| Bus. 106, 107 | 2 | 2 | Bus. 117 | 2 | 2 |
| Bus. 218 | 2 | 2 | Comp. 214, Bus. 251 | 3 | 3 |
| Eng. 103, 104 | 3 | 3 | Econ. 201 | 3 | 3 |
| Hist. 101 | 3 | 3 | Psy. 201, Speech 101 | 3 | 3 |
| P.E. 101 | 2 | 2 | Elec. from Gen. Educ. req. | 4 | 4 |
| Bible 112, 101 | 2 | 2 | From Bible 204, 211, 212, 213 | 2 | 2 |
| | <hr/> 15 | <hr/> 15 | | <hr/> 17 | <hr/> 17 |

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 | | | Second Year | | |
|----------------------|----------|----------|--------------------------|----------|----------|
| | F. | Sp. | | F. | Sp. |
| Eng. 103-104 | 3 | 3 | Geog. 212, Soc. 203 | 3 | 3 |
| Hist. 101, 111 | 3 | 3 | Educ. 203, 204 | 3 | 2 |
| 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, Speech 101 | 2 | 3 | P.E. activity | | 1 |
| Bible 112, 101 | 2 | 2 | Phy. Sci. 101, 102 | 2 | 2 |
| | <hr/> 15 | <hr/> 16 | Bible 204, 211, 212, 213 | 2 | 2 |
| | | | | <hr/> 16 | <hr/> 16 |

| Third Year | | | Fourth Year | | |
|-----------------------|----------|----------|--------------------------|----------|----------|
| | F. | Sp. | | F. | Sp. |
| Speech 315, Biol. 308 | 3 | 3 | Educ. 320, 401 | 2 | 2 |
| Educ. 336, 307 | 3 | 3 | Educ. 404, 402 | 3 | 2 |
| Econ. 315, Educ. 303 | 3 | 3 | Educ. 403 | 2 | 2 |
| Eng. 350, P.E. 330 | 3 | 3 | Electives, Educ. 415 | 6 | 3 |
| Math. 225, H. Ed. 203 | 3 | 3 | Pol. Sci. 205, Educ. 441 | 3 | 6 |
| Bible | 2 | 2 | Bible | 2 | 2 |
| | <hr/> 17 | <hr/> 17 | | <hr/> 16 | <hr/> 15 |

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. 212, Eng. 350 | 3 | 3 |
| | Educ. 203, 204 | 3 | 2 |
| | Eng. 201, 202 | 3 | 3 |
| | Music 116, Art 211 | 3 | 3 |
| | P.E. activity | | 1 |
| | Phy. Sci. 101, 102 | 2 | 2 |
| | Bible 204, 211, 212, 213 | 2 | 2 |
| | | <hr/> 16 | <hr/> 16 |

| Third Year | | F. | Sp. | Fourth Year | | F. | Sp. |
|----------------------|---|----------|----------|--------------------------|----------|----------|-----|
| Math. 225, Biol. 308 | 3 | 3 | 3 | H. Ed. 203, Educ. 401 | 3 | 2 | 2 |
| Educ. 303, Econ. 315 | 3 | 3 | 3 | Pol. Sci. 205, Educ. 402 | 3 | 2 | 2 |
| Educ. 336, 307 | 3 | 3 | 3 | Educ. 404, 403 | 3 | 2 | 2 |
| Educ. 410, 411 | 3 | 3 | 3 | Educ. *381, 415 | 3 | 3 | 3 |
| P.E. 330, Speech 315 | 3 | 3 | 3 | Soc. 203, Educ. 320 | 3 | 2 | 2 |
| Bible | 2 | 2 | 2 | Bible, Educ. 441 | 2 | 6 | 6 |
| | | <hr/> 17 | <hr/> 17 | | <hr/> 17 | <hr/> 17 | |

*A student who does directed teaching in grades 1-3 will take 381 for 3 hours; a student who does directed teaching in grades 4-6 will need to take Educ. 383 for 6 hours.



SECONDARY EDUCATION (B.A.): Students planning to teach at the secondary level are strongly urged to major in a subject-matter field and to take the professional education requirements for certification; however, the following program is arranged for those who may choose to major in secondary education.

| First Year | | F. | Sp. | Second Year | | F. | Sp. |
|----------------------|---|----------|----------|-----------------------------|----------|----------|-----|
| Art 101, Music 101 | 2 | 2 | 2 | Educ. 203, Pol. Sci. 205 | 3 | 3 | 3 |
| English 103-104 | 3 | 3 | 3 | Eng. 201, 202 | 3 | 3 | 3 |
| History 101, 111 | 3 | 3 | 3 | Health Educ. 203 | 3 | 3 | 3 |
| Math. 101, Biol. 111 | 3 | 3 | 3 | Phy. Sci. 101, 102 | 2 | 2 | 2 |
| P.E. 101 | 2 | 2 | 2 | Soc. 203 | 3 | 3 | 3 |
| Speech 101 | | 3 | 3 | Electives: Teaching fields | 3 | 3 | 3 |
| Bible 112, 101 | 2 | 2 | 2 | Bible 204, 211, 212, or 213 | 2 | 2 | 2 |
| | | <hr/> 15 | <hr/> 16 | | <hr/> 16 | <hr/> 16 | |

| Third Year | | F. | Sp. | Fourth Year | | F. | Sp. |
|--|--|----|-------|--|--|----|-----|
| Educ. 307, 336 | | | 6 | The directed teaching block consists of the following courses: Education 320, 417, one course from 419-430**, 450, 451 or 461. This block may be taken either in the fall or the spring semester. During the other semester the student must complete 2 hours in Bible and 15 hours in elective courses. | | | |
| *Electives from Educ. 303, 325, 380, 382, 385, 400, 405, 406, 407, 408, 409, 412, 413, 414, 416, 419-430 | | | | | | | |
| P.E. activity | | | 1 | | | | |
| Electives: | | | | | | | |
| Two teaching fields | | 18 | | | | | |
| Bible | | | 5 | | | | |
| | | | <hr/> | | | | |
| | | | 33 | | | | |

*The above program is for education majors only. Those majoring in subject matter fields, except home economics, need only 24 hours including Educ. 203, 307, 320, 336, 417, one course from 419-430, 450, and 451 or 461. For home economics see the vocational home economics schedule.

**Several of these courses are offered only in the spring semester, and students doing supervised teaching during the fall semester may need to schedule the appropriate methods course in the spring semester of the junior year.

SPECIAL EDUCATION — LEARNING DISABILITIES (B.A.): For those majoring in special education with a learning disabilities interest, the following is the suggested program:

| First Year | | F. | Sp. | Second Year | | F. | Sp. |
|----------------------|--|-------|-------|--------------------------|--|-------|-------|
| Eng. 103-104 | | 3 | 3 | Art 211, Geog. 212 | | 3 | 3 |
| Hist. 101, 111 | | 3 | 3 | Educ. 203, 204 | | 3 | 2 |
| Math. 115, Biol. 111 | | 3 | 3 | Eng. 201, 202 | | 3 | 3 |
| Music 101, Art 101 | | 2 | 2 | Music 116, Soc. 203 | | 3 | 3 |
| P.E. 101, Speech 101 | | 2 | 3 | P.E. activity | | | 1 |
| Bible 112, 101 | | 2 | 2 | Phy. Sci. 101, 102 | | 2 | 2 |
| | | <hr/> | <hr/> | Bible 204, 211, 212, 213 | | 2 | 2 |
| | | 15 | 16 | | | <hr/> | <hr/> |
| | | | | | | 16 | 16 |

| Third Year | | F. | Sp. | Fourth Year | | F. | Sp. |
|---------------------------|--|-------|-------|--------------------------|--|-------|-------|
| Biol. 308, Eng. 350 | | 3 | 3 | Educ. 320, 401 or 402 | | 2 | 2 |
| Educ. 303, Econ. 315 | | 3 | 3 | Educ. 404, 415 | | 3 | 3 |
| Educ. 336, Psy. 400 | | 3 | 3 | Educ. 408, 409 | | 3 | 3 |
| Math. 225, Health Ed. 203 | | 3 | 3 | P.E. 330, Educ. 475 | | 3 | 6 |
| Speech 250, Educ. 414* | | 3 | 3 | Pol. Sci. 205, Educ. 403 | | 3 | 2 |
| Bible | | 2 | 2 | Bible | | 2 | |
| | | <hr/> | <hr/> | | | <hr/> | <hr/> |
| | | 17 | 17 | | | 16 | 16 |

*In place of Educ. 414, Art 415 may be taken during the fall semester or Psy. 382 during the spring semester.

SPECIAL EDUCATION - MENTAL RETARDATION (B.A.): For those majoring in special education with a mental retardation emphasis, the following is the suggested program:

| First Year | | F. | Sp. | Second Year | | F. | Sp. |
|----------------------|--|-------|-------|--------------------------|--|-------|-------|
| Eng. 103-104 | | 3 | 3 | Art 211, Geog. 212 | | 3 | 3 |
| Hist. 101, 111 | | 3 | 3 | Educ. 203, 204 | | 3 | 2 |
| Math. 115, Biol. 111 | | 3 | 3 | Eng. 201, 202 | | 3 | 3 |
| Music 101, Art 101 | | 2 | 2 | Music 116, Soc. 203 | | 3 | 3 |
| P.E. 101, Speech 101 | | 2 | 3 | P.E. activity | | | 1 |
| Bible 112, 101 | | 2 | 2 | Phy. Sci. 101, 102 | | 2 | 2 |
| | | <hr/> | <hr/> | Bible 204, 211, 212, 213 | | 2 | 2 |
| | | 15 | 16 | | | <hr/> | <hr/> |
| | | | | | | 16 | 16 |

| Third Year | | F. | Sp. | Fourth Year | | F. | Sp. |
|------------------------|--|-------|-------|----------------------------|--|-------|-------|
| Educ. 303, 406 | | 3 | 3 | Educ. 401 or 402, P.E. 330 | | 2 | 3 |
| Educ. 336, Psy. 400 | | 3 | 3 | Educ. 403, Health Ed. 203 | | 2 | 3 |
| Eng. 350, Educ. 404 | | 3 | 3 | Educ. 405, Pol. Sci. 205 | | 3 | 3 |
| Math. 225, Educ. 320 | | 3 | 2 | Educ. 415, Biol. 308 | | 3 | 3 |
| Speech 250, Educ. 414* | | 3 | 3 | Educ. 471, Econ. 315 | | 6 | 3 |
| Bible | | 2 | 2 | Bible | | | 2 |
| | | <hr/> | <hr/> | | | <hr/> | <hr/> |
| | | 17 | 16 | | | 16 | 17 |

*In place of Educ. 414, Art 415 may be taken during the fall semester or Psy. 382 during the spring semester.

GRADUATE CURRICULA (M.Ed.) are available in the following major fields:

- A. Elementary Education
 - a. Elementary Instruction
 - b. Elementary School Administration
- B. Secondary Education
 - a. Biblical Literature and Religion
 - b. English and Humanities
 - c. Home Economics
 - d. Natural Sciences and Mathematics
 - e. Physical Education
 - f. Social Sciences
 - g. Speech
- C. Special Education

The elementary curriculum consists of the following 32-hour program:

- I. Professional Courses (21 hours)
 - A. Education 532, 545, 552
 - B. Four courses* selected from Education 404G, 410G, 411G, 414G, 415G, 503, 505, 516, 520, 521, 522, 524, 527, 529, 530, 531, 533, 537, 538, 543, 548, 550, 554, 558, 562, 563
- II. Academic Area (9 hours)
- III. Biblical Literature and Religion (2 hours)
- IV. A minimum of 15 hours must be selected from courses numbered 500 or above.

*Students seeking the elementary principal's certificate must schedule 554, 562, 563.

The secondary curriculum consists of the following 32-hour program:

- I. Professional Courses (12 hours)
 - A. Education 532, 545, 552
 - B. One course selected from Education 325G, 380G, 382G, 385G, 400G, 412G, 505, 516, 520, 529, 536, 537, 538, 543, 548, 550, 554, 558, 562.

- II. Fields of Academic Concentration (18 hours from not more than two areas)
- III. Biblical Literature and Religion (2 hours)
- IV. A minimum of 15 hours must be selected from courses numbered 500 and above.

The special education curriculum consists of the following 32-hour** program:

- I. Professional Courses (24 hours)
 - A. Education 503***, 545, 552
 - B. Psychology 400G and one course selected from Education 538, Art 415G, Psychology 382G, Speech 407G
 - C. Three courses selected from Education 405G, 406G, 407G, 408G, 409G, 414G, 415G, 505, 550
- II. Academic Area (6 hours)
- III. Biblical Literature and Religion (2 hours)
- IV. A minimum of 15 hours must be selected from courses numbered 500 or above.

**If not already completed in the undergraduate program, Speech 250 and Educ. 471 or 475 must be completed as undergraduate make-up courses.

***If Educ. 303 was included in the undergraduate program, the Director of Graduate Studies will substitute another 500-level course for Educ 503.

PROGRAM FOR SCHOOL OF NURSING

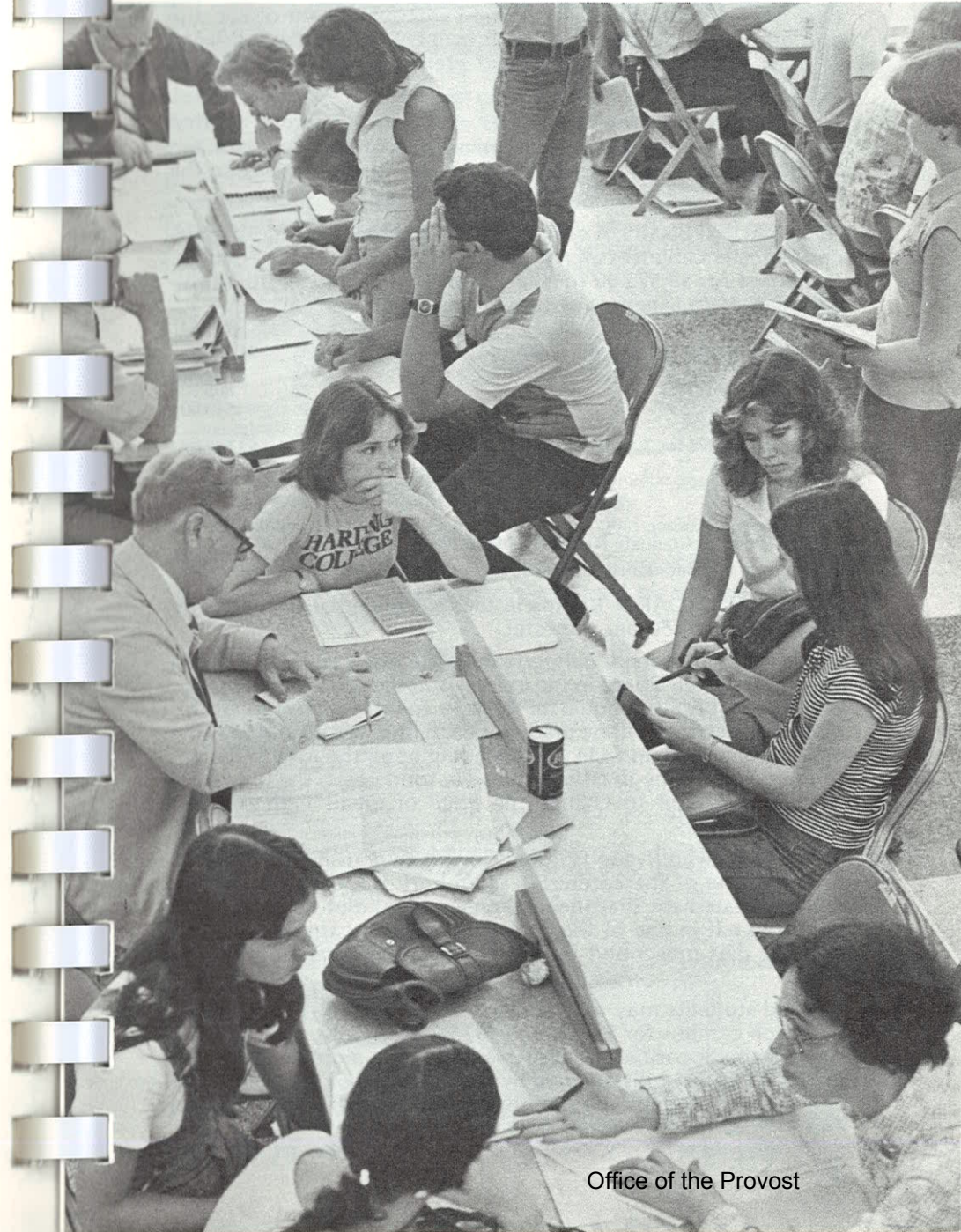
NURSING (B.S.N.): The following program is outlined for the third and fourth years of students seeking the Bachelor of Science in Nursing degree. Formal admission to the nursing program is required before a student can enroll in the third-year courses. A minimum cumulative grade point average of 2.00 on at least 64 hours, a minimum grade point average of 2.30 in the required prenursing curriculum, and successful completion of a basic mathematics test are required for admission. All prerequisite courses must be completed with a minimum grade of "C." Progression of a student in the nursing major is contingent upon his achieving a grade of "C" or higher in each nursing course with the maintenance of an overall cumulative average of 2.30. See pages 58 and 175 for detailed listing of the requirements for admission.

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|---------------------------|----|-----|------------------------------|----|-----|
| *English elective..... | 3 | | Nursing 401, 411..... | 4 | 4 |
| Nursing 301, 311..... | 4 | 4 | Nursing 404, 414..... | 4 | 4 |
| Nursing 302, 312..... | 3 | 3 | Nursing 405, 415..... | 4 | 2 |
| Nursing 303, 313..... | 2 | 2 | Nursing 412..... | 3 | |
| Nursing 304, 314..... | 3 | 4 | P.E. activity, Elective..... | 1 | 2 |
| Nursing 305..... | 2 | | Bible..... | 2 | 2 |
| **Soc. Sci. elective..... | | 3 | | | |
| Bible..... | 2 | 2 | | 18 | 14 |
| | | | | | |
| | 19 | 18 | | | |

*Course may be elected from Eng. 201, 202, 251, 252, 271 or 272.

**Course may be elected from Anthro. 250, 311, 315, 320, 381, 401 or Soc. 301, 305, 345.

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 a high school senior and his 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 1979-80 school year.

GENERAL EXPENSES: A typical boarding student taking 16 hours per semester can meet all regular expenses of tuition, fees, room, and board for \$3,522.00 for the school year. A non-boarding student can meet expenses of tuition and fees for \$2,203.50.

| | Semester | Year |
|---|-------------------|-------------------|
| Tuition at \$64.50 per semester hour | \$1,032.00 | \$2,064.00 |
| Registration Fee (activities, health, etc.) | 69.75 | 139.50 |
| Meals (Pattie Cobb) | 402.75 | 805.50 |
| Room Rent | 256.50 | 513.00 |
| Total Basic Cost for Typical Student | \$1,761.00 | \$3,522.00 |

* Board will be a minimum \$434.50 per semester in the American Heritage Cafeteria.

** Rooms in Armstrong Hall, Pattie Cobb Hall, Cathcart Hall, Kendall Hall, and suite rooms in Graduate Hall will be \$256.50 per semester.

** Rooms in air-conditioned residence halls will be \$288.00 per semester.

ROOM AND BOARD: Rooms in the residence halls range from \$256.50 to \$355.50 per semester.

Meals in the university cafeteria in Pattie Cobb Hall are \$402.75 for the semester. Board in the cafeteria in the American Heritage Center will be a minimum of \$434.50 for the semester. In this cafeteria a charge will be made for each item taken, and the cost may run higher than \$434.50 depending upon the food selected. In the event of any drastic increase in food costs, the university reserves the right to change the price of meals without prior notice.

All students who live in Harding University housing are required to eat in one of the cafeterias. Dormitory students who have a doctor's statement that they are on a special diet will still be required to eat in one of the cafeterias, but the cafeteria will furnish the diet prescribed by the doctor at the regular cafeteria price.

Married students may rent modern, completely furnished apartments on campus for \$85.00 and \$92.50 per month, plus utilities. Housetrailer locations are also available for a monthly rental fee of \$25.00. Utility bills are paid by the occupant of the trailer. The new married student apartments rent for \$130.00 (one bedroom) and \$150.00 (two bedrooms) per month, plus utilities.

A reservation fee of \$25.00 is required to reserve a room, an apartment, or trailer space (refundable 30 days prior to occupancy date).

GRADUATE SCHOOL EXPENSES: For a summary of the tuition and fees for graduate students working toward the degree of Master of 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, Tenn. 38117.

REGULAR TUITION AND FEES: Regular tuition is \$64.50 per semester hour. The registration fee is \$69.75 per semester. This fee covers such things as matriculation, library, infirmary, yearbook (one-half the price per semester), student newspaper, yearbook portrait, lyceum series, and athletic events.

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 | \$120.00 | \$240.00 |
| One private lesson per week | 70.00 | 140.00 |
| Class instruction in voice and piano | 35.00 | 70.00 |
| Piano rental, one hour per day | 15.00 | 30.00 |
| Piano rental, two hours per day | 20.00 | 40.00 |
| Voice 105, 106 fee for music majors/minors (includes practice fee) | 65.00 | 130.00 |
| Voice 105, 106 fee for general students (includes practice fee) | 55.00 | 110.00 |

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

| | |
|--|---------|
| One hour session, once a week | \$ 5.00 |
| 45 minute session, twice a week | 8.50 |
| Speech evaluation | 7.50 |
| Language evaluation | 10.00 |
| Hearing evaluation | 10.00 |
| A combination charge for A, B, and C above | 20.00 |
| A combination charge for any two services | 12.50 |

OTHER SPECIAL FEES:

| | |
|---|--------------------------|
| ACT Test fee | \$ 7.50 |
| Advanced Placement Credit (per course) | 10.00 |
| Air-Conditioner in room (student's own A-C) | 35.00 |
| | (\$40.00 for summer) |
| Art 205, 210 fees | 5.00 each |
| Art 211 fee | 7.00 |
| Art 212 fee | 15.00 |
| Art 235, 255, 335, 340, 345, 355, 360, 365, 400, 401 fees | 20.00 each |
| Art 475, 575 fees | Above-listed fee applies |
| Automobile registration fee | 10.00 |
| Biol. 252 fee | 1.50 |
| Biol. 152, 308, 311, 313, 314, 342 352, 415, 416 fees | 5.00 each |
| Biol. 449 fee | 10.00 |
| Breakage deposits in chemistry and physics each course (returnable less breakage) | 20.00 |
| Bus. 101, 102 fees | 5.00 each |
| Bus. 105, 106, 107, 117, 218 fees | 12.50 each |

| | | |
|---|---------|--------------|
| Change of class fee, each change | 3.00 | |
| CLEP Credit (per course) | 10.00 | |
| CLEP test registration fee (per test) | 20.00 | |
| Computing 214, 215, 261, 325, 327, 425, 427 fees | 25.00 | each |
| Deferred payment fee | 5.00 | |
| Education 320, 403, 419-430, 520 fees | 10.00 | each |
| Education 383, 441, 451, 461, 471, 475 fees | 25.00 | each |
| Education 381 fee | 12.50 | |
| Graduation fee (required of all graduates whether attending graduation exercise or not) | \$42.50 | |
| Graduation fee (for second undergraduate degree) | 42.50 | |
| GRE Advanced Test fee | 13.00 | |
| Key deposit | 5.00 | |
| Late registration fee (after day set for regular enrollment) | 15.00 | |
| Make-up final examination — each | 5.00 | |
| Make-up Freshman Test | | |
| First make-up | 2.50 | |
| Second make-up | 5.00 | |
| Management 430 | 10.00 | |
| Music 211, 212 (instrument rental) | 10.00 | each |
| National Teachers Examination Test fee | 26.00 | |
| Nursing Department fees (special (See pages 176-177)) | | |
| Nursing 301, 411 test fee | 13.50 | each |
| Permit for credit by examination (per course) — plus regular tuition if credit earned) | 5.00 | |
| Permit for exemption tests (per course) | 5.00 | |
| Permit for validation tests (per course) | 5.00 | |
| Physical Education 212, 214, 330 fees | 2.00 | each |
| Physical Education 120, 220, 356 fees | 3.00 | each |
| Physical Education 124 fee | 11.00 | |
| Physical Education 225 fee | 20.00 | |
| Physical Education 224, 355 fees | 6.00 | each |
| Physical Education 402 fee | 4.00 | |
| Placement Office credentials (after first copy) | 2.00 | |
| P.O. Box rent | 6.00 | |
| Psychology 315, 400 fees | 10.00 | each |
| Recreation 130 fee | 20.00 | |
| Recreation 265 fee | 7.00 | |
| Speech 420 fee | 25.00 | |
| Trailer connection fee | 15.00 | |
| 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 | 32.25 | per sem. hr. |

PART-TIME STUDENTS: Students who wish to enroll for a specific course or for a number of courses up to and including 10 hours per semester may enroll as part-time students and pay \$71.00 per semester hour rather than the regular tuition of \$64.50 plus the \$69.75 registration fee.

A student registering as part-time will not be entitled to any of the benefits as listed under the Registration Fee such as lyceum ticket, yearbook, college paper, athletic ticket or health services.

DEFERRED PAYMENTS: A charge of \$5.00 each semester is made for those students who wish to pay their bills by installment.

A payment of \$550.00 each semester must be made by all boarding students and \$400.00 by all non-boarding 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: Septemeber 20 | Second Semester: February 5 |
| October 20 | March 5 |
| November 20 | April 5 |

A 9% per annum service charge will be added to past due accounts.

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

EXPENSES FOR VETERANS: Those veterans who have served more than 180 days in the armed forces since 1955 are eligible for 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 Student Personnel Office at Harding.

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 Harding Student Personnel Office and Business Office.

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 the registration fee.

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

| | |
|--------------------|-------------------------------|
| Within one week | 90 per cent refund of tuition |
| Within 2 weeks | 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 5 weeks | No refund of tuition |

Students leaving the apartments by permission of the administration will be refunded rent for the unused time except that the use for any part of a month will be counted as a full month.

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.

Cost of meals will be refunded for the unused portion of the semester when removal from the dining hall has full sanction of the President and the Vice President for Finance, and the meal tickets are returned to the Business Office. But refunds of part of a week will be based on cost of individual meals. No refund can be made for meals missed while the student is enrolled. No refund is made of registration or special fees. 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.

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, except work performed under the university Work-Study Program, will be applied on charges for tuition, fees, room, or board, if such students are indebted to the university for any or all of these items.

REQUIRED FEES: There are two fees which should be sent with the Application for Admission — a \$15.00 application fee and a \$25.00 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 thirty (30) 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 \$40.00 made payable to Harding University. Commuting students should file only the \$15.00 application fee.

ROOM FURNISHINGS: The dormitories are steam heated, so two blankets should be sufficient cover. The beds are all twin size. Students will need four or six sheets, two or three pillow cases, a pillow, a bed spread, and an adequate supply of towels and face cloths. Students may bring table lamps, small radios, and small record players. Women may wish to bring an iron and ironing board. Miscellaneous articles can be purchased locally.

CLOTHING NEEDS: Searcy's climate is quite mild, but there will be warm days, cold days, and rainy days. All students will need to bring about the usual college clothes, perhaps about the same number and kind worn to high school or college elsewhere.

For the women, we would suggest blouses, sweaters, skirts, dresses, loafers, heels and hose, and a conservative evening dress for special occasions. A raincoat, rain boots, and umbrella will be needed.

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 a student can either accelerate or broaden

the educational program. Summer students have the advantage at Harding of air-conditioned classrooms, residence halls, library, student center, and cafeteria.

The 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 summer — not more than 7 hours any one term. Expenses based on 6 hours each term are as follows:

For 1980 SUMMER SESSION

| | For 5 Weeks | For 10 Weeks |
|-------------------------------------|-----------------|-------------------|
| Tuition (\$64.50 per semester hour) | \$387.00 | \$774.00 |
| Registration fee | 18.00 | 36.00 |
| Rooms (double occupancy) | 85.00 | 170.00 |
| (single occupancy) | 105.00 | 210.00 |
| Board | 135.75 | 271.50 |
| TOTAL (for double occupancy) | \$625.75 | \$1,251.50 |

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 12-28, between the spring semester commencement and the beginning of the summer session. A maximum of 4 semester hours credit may be earned. If interested, write Dr. James F. Carr, Jr., Director of the Summer Session, Harding University, Box 1224, Searcy, Arkansas 72143, for a copy of the **Summer School Bulletin**.



Financial aid is available to the Harding student from at least four sources. One or a combination of these may be the answer to any student's problem in financing his college education. 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 a Basic Educational Opportunity Grant, full Veterans' Benefits, and certain other financial assistance, a student must be enrolled for at least 12 hours each semester. Before enrolling for fewer than 12 hours, a student receiving financial assistance should check with the Director of Student Financial Aid to find out the effect it will have on his plans for financial assistance.

Scholarships of various types are available to students.

ACADEMIC: A student with a good academic background can earn as much as \$1,400 in scholarships for four years at Harding. An entering freshman who achieves a composite score of 29 or above on the ACT examination or who is a semifinalist in the National Merit Testing Program is eligible for a \$1,400 scholarship, provided the four-year high school transcript shows average or higher grades in solid subjects. An ACT composite score of 25 to 28 qualifies a student for a \$1,000 scholarship. Both the \$1,400 and \$1,000 grants are prorated over four years of eight semesters of college work. They also may be applied to summer school work on a prorated basis.

Valedictorians and salutatorians of their high schools qualify for the \$1,000 scholarship if their ACT composite score is below 25.

Valedictorians and salutatorians who score 25 or higher on the ACT qualify for a \$1,400 scholarship. A letter from the high school principal or counselor confirming valedictorian or salutatorian status must be sent to the Admissions Office.

A student must be enrolled as a full-time student each semester that he receives an academic scholarship stipend.

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

Transfer students may qualify for an academic scholarship of \$125 to \$175 per semester provided their grade point average in the college from which they transfer is 3.20 or higher. The \$175 scholarship per semester requires a grade point average of 3.85.

To retain academic scholarships, recipients must maintain a 2.75 grade point level their freshman year and a 3.00 level their remaining three years. CLEP credit will count toward determining the classification. For those students who decide to take the CLEP test and who receive credit for 20 or more hours, the required grade point average at the end of the first year will be 3.00, the sophomore requirement, instead of the 2.75 for freshmen.

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 football and basketball, according to rules of the Arkansas Intercollegiate Conference. The maximum grant-in-aid covers room, board, tuition, and 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 \$800 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 regular Harding program. To qualify for either program, students must present evidence on proper application forms showing the need for aid.

Applications for work and the ACT Family Financial Statement are available from the Financial Aids Office.

Loans available to students include ones provided by friends of the university (see listing) and by government programs.

NATIONAL DIRECT STUDENT LOAN: Students enrolled for at least half-time college work and who can show a financial need may be able to borrow up to \$1,250 per year through the National Direct Loan Program.

Repayment begins nine months after the student leaves school and continues no more than ten years at an interest rate of 3 per

cent per year. Fifteen per cent annually may be forgiven teachers of handicapped children or to teachers in schools with a high concentration of students from low-income families. For military service performed after July 1, 1972, cancelation will be at the rate of 12.5 per cent of the total amount of such loans (plus interest) for each year of consecutive military service in an area of hostilities that qualifies for special pay (not to exceed 50 per cent of the total loan.)

HARDING UNIVERSITY LOAN PROGRAM: This is a college loan program through which short term loans are made available to students. The funds borrowed are to be repaid during the summer before enrollment in the fall.

HARDING UNIVERSITY FEDERALLY INSURED LOAN PROGRAM: Harding is an approved lender for the Federally Insured Student Loan Program. Students who cannot obtain guaranteed student loans through their home banks or other lenders can be assisted through this program. However, the student must have a letter of refusal from his hometown bank before Harding can make the loan.

The student must also demonstrate a need by submitting to Harding a need analysis through the American College Testing Program, or a copy of his parents' income tax return for the most recent tax year filed. Self-supporting students may submit their own tax return. Because of limited funds available at Harding assistance must be given to students who demonstrate the greatest need and who cannot attend Harding without this assistance. The need analysis is Harding's policy, not a Federal policy. Assistance cannot be given to all who apply for the loan, but those with exceptional financial need will be assisted to the extent possible. The maximum loan amount is \$1,500 per year.

ARKANSAS STUDENT LOAN AUTHORITY: This is a newly formed loan agency for the state of Arkansas to assist students who are unable to obtain loans through their home town lending institutions, either in Arkansas or other states. For further information, contact the Financial Aid Office.

GUARANTEED GOVERNMENT LOAN: For families whose income may disqualify students for work, loans, or grants, but whose circumstances may still make it hard on the family income, the Guaranteed Government Loan helps alleviate such difficulties by making loans available to any college student who needs to borrow. The loan is not borrowed from the federal government, but through a student's hometown bank or some other private lending agency.

Students from families of any income may borrow on this program at an interest rate of 7 per cent. 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, so be sure to apply before that date. This loan is available to both graduate and undergraduate students.



Government grants are available to a limited number of students with exceptional financial needs or disabilities.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT: Grants of from \$200 to \$1,500 per year, which must be matched by Harding with an equal amount of aid in some other form, are available to undergraduate students with unusual needs. The grant can be no more than half the student's total assistance.

The amount of aid from this source is determined by the student's need. To determine the need, Harding uses the ACT Family Financial Statement to be completed by parents and returned to the American College Testing Program. The forms may be obtained from high school counselors or the Director of Financial Aids at Harding.

BASIC EDUCATIONAL OPPORTUNITY GRANT PROGRAM: All undergraduate students are eligible to apply for a basic grant. Amounts of the grants through this program are estimated to range from \$226 to \$1,800 for the 1979-80 school year, with six hours being the minimum load to receive a grant. Applications can be obtained from the Financial Aid Office or from high school counselors.

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 Vice President for Finance at Harding so he may give any assistance necessary.

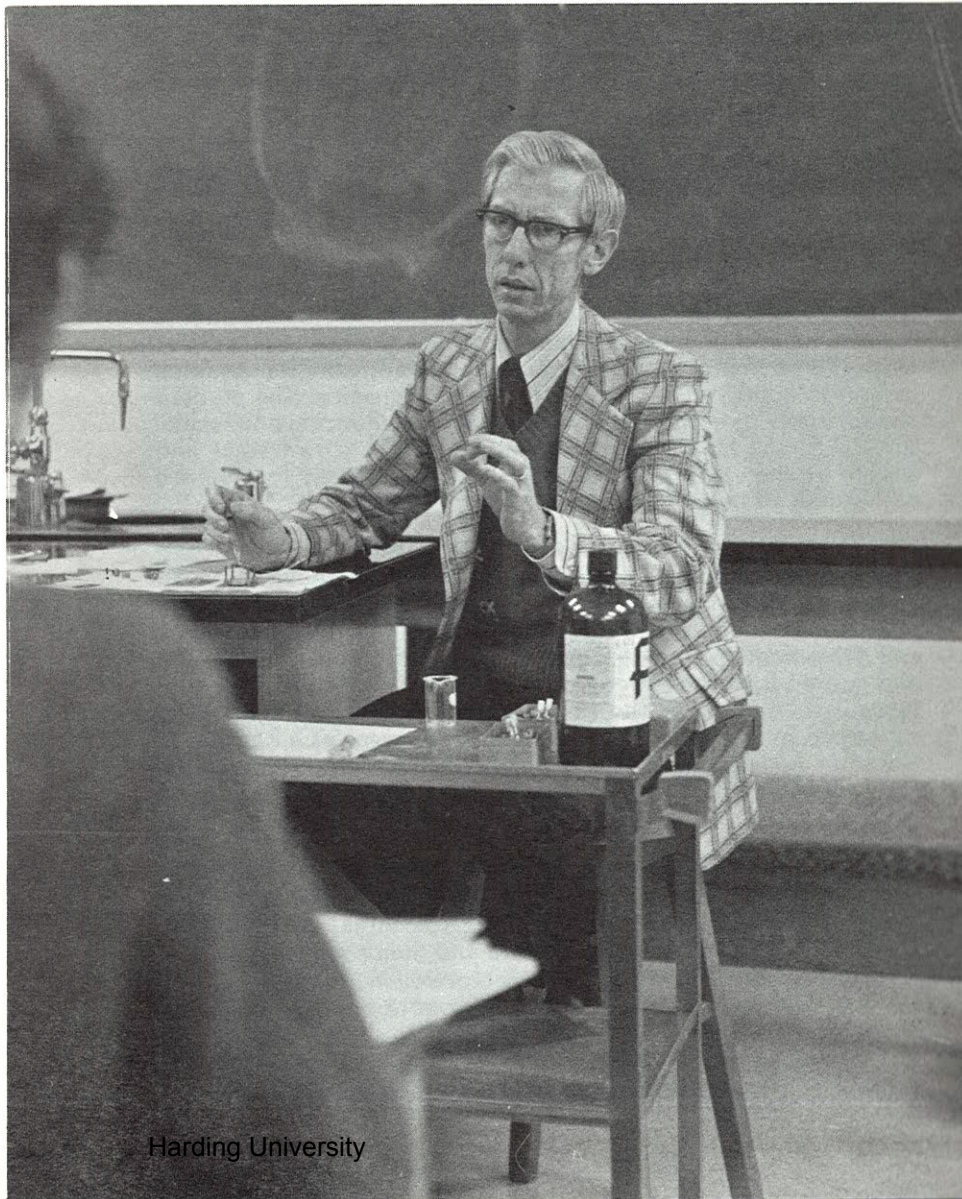
NURSING STUDENT LOAN AND SCHOLARSHIP PROGRAM: This loan and scholarship program is to assist students who need financial assistance to pursue a course of study leading to a degree in nursing. All students must complete the Family Financial Statement furnishing both student and parent information and submit it to the American College Testing Services for processing to determine the need of the student. Students may cancel up to 85 per cent of their loan by working as a Registered Nurse in a shortage area. For further information contact the Director of Financial Aid.

Application for aid should be made as follows:

1. Apply for admission. Application forms are available from the Director of Admissions.
2. Request application forms for aid and then submit them. Feel free to correspond with the Director of Financial Aid. Make sure the university understands your circumstances and needs.
3. Complete an ACT Family Financial Statement Form.
4. Mail completed forms.

Courses of Instruction

COLLEGE OF ARTS AND SCIENCES: Art . . . Bible, Religion, and Philosophy . . . Biological Science . . . Cooperative Education . . . English Language and Literature . . . General Science . . . History and Social Science . . . Home Economics . . . Journalism . . . Mathematics . . . Modern Foreign Languages . . . Music . . . Physical Education, Health, and Recreation . . . Physical Science . . . Psychology . . . Sociology and Social Services . . . Speech **SCHOOL OF BUSINESS** **SCHOOL OF EDUCATION:** Undergraduate Program . . . Master of Education Program **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 so 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 111-112. Year courses which need not be taken in sequence are designated by separating the course numbers by a comma, such as English 201, 202.

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 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.

Courses numbered 250 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 400-499 are open only to juniors and seniors; courses numbered 450-499 are open only to seniors. Courses whose numbers are followed by "G" may be taken for graduate credit by students who are qualified to take graduate courses. Courses numbered 500 and above are open only to graduate students. Although students who are within nine hours of the baccalaureate degree may enroll for 500 courses if approved in advance by the Director of Graduate Studies, **credit in 500 courses cannot be applied toward meeting the baccalaureate degree requirements.**

An "x" following a course number indicates a new course; the "x" is removed after the third year.

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

EXAMPLES:

Speech 352G. INTERPRETERS THEATRE. (3) Offered on sufficient demand. This course may be taken for 3 hours credit either semester if the demand is sufficient. It may also be taken for graduate credit.

History 340. COLONIAL AMERICA 1608-1787. (3) Spring. Alternate years; offered 1979-80. This course carries 3 hours credit and is offered in the spring semester in alternate years.

Bible 319G. DANIEL AND REVELATION. (2 or 3) Spring. This course may be taken for either 2 or 3 hours credit, is offered in the spring semester, and may be taken for graduate credit.

English 271, 272. AMERICAN LITERATURE. (3, 3) Fall, Spring. Either course may be taken for 3 hours credit as scheduled. English 271 is not a prerequisite to English 272.

Music 251-252. THEORY II. (3, 3) Fall, Spring. Each course carries 3 hours credit and must be taken in sequence.

COLLEGE OF ARTS AND SCIENCES

DEAN: Joseph E. Pryor, Ph.D.

DEPARTMENT OF ART**PROFESSOR:**

Elizabeth Mason, M.A.

ASSOCIATE PROFESSOR:Don D. Robinson, A.M.
Chairman

Faye Brewer Doran, Ed.D.

ASSISTANT PROFESSOR:

Paul Martin Pitt, M.A.

INSTRUCTORS:

Stanley B. Green, B.S.E.

John E. Keller, M.A.

*James A. La Rue, M.Ed.

*Appointment effective August 27, 1979

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 other departments, and to prepare teachers of art. Many courses requiring no special ability are open to all students and are recommended electives.

Major (Bachelor of Arts): 33 hours of art at least 18 of which must be upper level, including courses 103*, 105*, 200*, and at least 6 hours from 430-433, and 450. A minor is required.

Major (Bachelor of Science): 50 hours of art, at least 24 of which must be upper level, including 103*, 105*, 200*, 205*, 210*, 375, at least 3 hours in oil painting, at least 6 hours from 430-433, and 450. A minor is not required. This degree, plus a year of foreign language, preferably French, and including at least 9 hours from Art 430-433, is recommended for students planning to attend graduate school.

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

Those planning to teach art must complete 24 hours of art, including Art 211 and 3 hours of art history, and 24 hours of approved courses in education, including Education 420. Education 461, rather than 451, must be completed. It is recommended that any student planning to teach art take 9 hours of art history.

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

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.

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.

*May be waived, especially for transfer students, at the discretion of the chairman of the department.

104. FREEHAND DRAWING AND COMPOSITION. (3) Fall, 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. ANATOMY. (3) Spring.

Learning the structure and function of the human figure through a complete study of bones and muscles. Recommended for students with a strong background in art, and students who plan to attend graduate school.

117. DESIGN FOR THE HOUSE. (3) Fall, Spring.

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 wardrobe, architectural styles, home plans and furnishing. Required of all home economics majors.

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: 103 or consent of instructor.

201-202. INTRODUCTION TO PAINTING. (3, 3) Fall, Spring.

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

205. THREE-DIMENSIONAL DESIGN. (3) Spring.

Creative design with emphasis on volume and space relationships. Construction in a variety of materials. Prerequisite: 200 or consent of instructor. Fee for materials: \$5.

210. 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: \$5.

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 203. Fee for materials: \$7.

212. CRAFTS. (3) Spring.

An introduction to a variety of crafts. Highly recommended for all teachers, camp counselors, and any students who plan to work with children. Fee for materials: \$15.

221. BEGINNING TECHNICAL DRAWING. (2) 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.

222. TECHNICAL DRAWING. (2) Spring.

Advanced work in technical drawing beginning with sectional views and advancing through auxiliary views, revolutions, etc. Prerequisite: 221 or two years of high school drafting with consent of instructor.

235-255. CERAMICS. (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. Fee for materials: \$20 each.

249-250. ADVERTISING ART. (3, 3) Fall, Spring.

Beginning problems and exercises in lettering, advertising, layout, design, and techniques.

251-252. ADVANCED ADVERTISING ART. (3, 3) Fall, Spring.

Advanced problems in the commercial field. Prerequisite: 249-250 or equivalent in experience.

300. WATERCOLOR. (3) Fall.

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

301-302. ADVANCED PAINTING. (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.

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.

335-355. ADVANCED CERAMICS. (3, 3) Fall, Spring.

Individual work on the potter's wheel, designing in clay, and glaze calculations. Prerequisite: 255. Fee for materials: \$20 each.

340. METAL WORK AND JEWELRY. (3) Fall. Alternate years; offered 1979-80.

Basic designing, shaping and soldering of metals. Lapidary work in cutting and polishing stones, and experience in metal enameling. Prerequisite: 200 or consent of instructor. Fee for materials: \$20.

345. RELIEF AND INTAGLIO PRINTING. (3) Fall. Alternates with 400; offered 1980-81.

Explores the principles and techniques involved in fine arts printing by the relief (block) and intaglio methods. Prerequisite: 200 or consent of instructor. Fee for materials: \$20.

360. ADVANCED JEWELRY. (3) Spring. Alternate years; offered 1979-80.

Jewelry design and execution, mainly in lost-wax casting but offers some experience in other types of casting. Prerequisite: 340 or consent of instructor. Fee for materials: \$20.

365. SERIGRAPHY AND LITHOGRAPHY PRINTING. (3) Spring. Alternates with 401; offered 1980-81.

Creative individual and group projects in fine arts painting by the serigraphy (silk screen) and lithography methods. Prerequisite: 200 or consent of instructor. Fee for materials: \$20.

375Gx. VISUAL AESTHETICS. (3) Fall. Alternate years; offered 1980-81.

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 Bachelor of Science art majors.

400. SCULPTURE IN PLASTER AND CLAY. (3) Fall. Alternates with 345; offered 1979-80.

Fundamental sculpturing problems in plaster and clay, emphasis upon clay modeling and plaster casting. Prerequisite: 205 or consent of instructor. Fee: \$20.

401. SCULPTURE IN WOOD AND METAL. (3) Spring. Alternates with 365; offered 1979-80.

Fundamental sculpturing problems in wood and metal. Welding and fabrication is metal emphasis. Prerequisite: 205 or consent of instructor. Fee for materials: \$20.

415G. ART AND THE EXCEPTIONAL STUDENT. (3) Fall.

The role of art in the education of an exceptional student, includes designing and implementing an art curriculum appropriate to special needs. Minimum of one hour per week in actual teaching situations. May be taken two semesters for credit. Prerequisites: Art 211 and Education 303.

420. TEACHING ART. (3) Spring.

Techniques and methods of teaching art in the secondary school. Required of all art education majors. Same as Education 420.

430G. AMERICAN ART HISTORY. (3) Spring. Alternates with 433; offered 1980-81.

A study of art in the United States from early cultures to the present.

431G. ANCIENT THROUGH MEDIEVAL ART HISTORY. (3) Fall. Alternates with 432; offered 1980-81.

Western art from prehistoric times to the Renaissance.

432G. ART HISTORY FROM 15TH TO 19TH CENTURY. (3) Fall. Alternates with 431; offered 1979-80.

Western art from the 15th to the 19th century.

433G. MODERN ART HISTORY. (3) Spring. Alternates with 430; offered 1979-80.

Western art from the 19th century to the present day.

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

The production of a one-person exhibit or mural.

475. INDEPENDENT STUDY. (3) Offered on demand.

Provides opportunity for the well-qualified student to do supervised individual work in the field of his special interest. Concentration is permitted in the following areas: color theory, graphics, sculpture, ceramics, painting, etc. Prerequisite: Consent of department chairman and instructor.

575. INDEPENDENT STUDY. (3) Offered on demand.

Qualified graduate students may take four times for credit, twice in the same area, upon written recommendation of department chairman. Prerequisite: 12 hours of art and approval of department chairman and instructor.

**DEPARTMENT OF
BIBLE, RELIGION, and PHILOSOPHY**

PROFESSORS:

Conard Hays, B.D.

Assistant to the Chairman

James D. Bales, Ph.D.

Allan L. Isom, Ed.D.

Neale T. Pryor, Th.D.

ASSOCIATE PROFESSORS:

Jerry L. Jones, Th.D.

Chairman

James R. Allen, M.R.E., Hh.D.

Robert Helsten, M.A.

Don Shackelford, Th.D.

ASSISTANT PROFESSORS:

Tom Eddins, M.Th.

Joe Dale Jones, M.A.

Jack McKinney, M.A.

Avon Malone, M.A.

L. V. Pfeifer, M.Div., M.Th.

*Paul Pollard, M.Th., B.Litt.

Ed Sanders, M.A.

Will Ed Warren, M.A.R.

INSTRUCTORS:

Tommy Alexander, M.Th.

Eddie Cloer, M.Th.

ASSOCIATE INSTRUCTOR:

#James Walters, B.A.

VISITING PROFESSORS:

#Howard Horton, M.A.

George Gary Walker, Ph.D.

Assisting from other departments:

PROFESSOR:

Jack Wood Sears, Ph.D.

ASSOCIATE PROFESSOR:

Duane McCampbell, Ph.D.

ASSISTANT PROFESSOR:

Van Tate, Ph.D.

*On leave of absence 1978-79.

#Appointment effective August 27, 1979.

The aims of the Department of Bible, Religion, and Philosophy are: (1) To teach all students the Bible as the inspired word of God, (2) To develop in all students a philosophy of life based upon Jesus Christ as the supreme revelation of God to man, (3) To provide students multiple opportunities for meaningful experience in the development of Christian character while on the campus and beyond, (4) To prepare interested students for special Christian service in evangelism, missions, edification, and worship, (5) To challenge and to prepare men toward a preaching ministry, and (6) To satisfy the needs of those who desire a better knowledge of Greek and Hebrew for a better understanding and use of the Bible.

These aims suggest four major areas into which the Bible curriculum is organized. Strong emphasis is given to teaching the text of the English Bible for all students through courses in the Textual division. The Church Life division includes courses designed to prepare students for service in leadership, worship, and the educational ministry of the church. Courses intended to aid in the challenge and preparation of men for a preaching ministry are included in the Preaching division. The Historical-Doctrinal division includes courses relating to the development of various doctrines.

In addition to offerings in the four major areas of the Bible curriculum, the department also offers majors in Biblical Languages and Missions and minors in Biblical Languages, Greek, and Missions. The curriculum in Missions is to prepare interested students for service in world evangelism. MISSION/PREPARE is to provide a planned program for immediate expression of evangelical Christian commitment.

The curriculum structure is intended to give all students an opportunity to choose from a variety of courses to help prepare them to meet the challenge of their time. Recognition is given to the stated purposes of Harding and to the importance of preparing men and women to carry out in life the charge to proclaim Christ to all the nations as stewards of the grace of God. The structure provides for this basic thrust while allowing the Bible major the flexibility of electives in each area of his preparation that he may be ready to accept a challenge immediately upon graduation or later upon completion of graduate education.

Although a major in Bible and religion and a major in missions have been designed for women, the department recommends that women who seek one of these majors also complete a second major, such as elementary education, home economics or office administration. Since this preparation will require more than eight semesters, women are encouraged to major in another department and to include in their program of study as many courses as possible from the Textual, Historical-Doctrinal, and Church Life divisions and Missions, selecting those courses that will best prepare them for effective service in the church.

Students who transfer from another college with fewer than 87 hours, and who major in Bible, are required to take at least 18 hours in Bible at Harding. Six of these must be in the Textual division and the remaining 12 hours distributed according to the recommendation of the chairman of the department.

Students who transfer from another college with at least 87 hours, and who major in Bible, are required to take at least 12 hours in Bible at Harding. Six of these must be in the Textual division and the remaining 6 hours distributed according to the recommendation of the chairman of the department.

Upon joint approval of the Chairman of the Bible Department and the Vice President for Academic Affairs, a maximum of 15 semester hours of credit earned at a school of preaching may be validated by examination. A grade of "C" must be achieved on the examination or examinations administered for each course. The candidate must be enrolled in the University and is charged a fee of \$5 per course for the validation examination.

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 Theology, and Doctor of Ministry. Information about the program may be obtained upon request from the Graduate School.

A Christian Communications Program, located on the campus in Searcy, Arkansas, is a vocational program designed to train in the field of preaching and missions men who are over 21 years of age and who do not desire to pursue a liberal arts degree or to continue academic study in a graduate program. A diploma is conferred upon successful completion of the two-year program. Information concerning this program may be obtained upon request from the Department of Bible, Harding University, Searcy, Arkansas 72143.

Special minors in psychology and speech have been structured for Bible majors. See pages 139 and 145, respectively, for these minors.

ADMISSION TO MISSION/PREPARE PROGRAM

MISSION/PREPARE is a four-year program providing up to four years of training including an undergraduate major in missions, a continuing education program, and MISSION/PREPARE internships. Any regularly enrolled student may participate in these activities.

There are special requirements, however, for admission to and retention in the MISSION/PREPARE Internship Program. The criteria include emotional stability, ability to communicate effectively through speaking and writing, personal, social, moral and ethical fitness, general intellectual ability, and physical fitness. 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 Department of Bible.

(3) File a formal application for admission to the program in the office of the Department of Bible. 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 chairman of the Department of Bible.

(4) Satisfactorily complete the taking of psychological tests as required by the Department of Bible and Counseling Office.

(5) Be free of physical or mental defects inimical to effective mission work. Records will be made available from the Student Health Service and other services such as the Speech Clinic.

(6) 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.

(7) Not be on academic probation at the time of making application.

To continue in the MISSION/PREPARE Internship Program a student must:

(1) Maintain a minimum cumulative grade point average of 2.5 at the completion of 27 semester hours or 2.20 at the completion of 60 or more semester hours of work.

(2) Have earned test scores on the freshman tests which would indicate ability to complete successfully the prescribed course work.

(3) Have demonstrated proficiency in English by successful completion of English 103-104 with at least a grade of "C" in each course.

(4) Non-missions majors must have favorable recommendation of the chairman of his major academic area and/or recommendation of at least two faculty members with whom he has had courses.

Students who are admitted to the MISSION/PREPARE Internship Program will spend a minimum of two months each summer doing internship training at faculty-approved places. Academic credit will be given in approved field work. Students will also be guided in raising all expenses involved 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 Department of Bible. 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 and evangelistic campaigns.

BACHELOR OF ARTS DEGREE

Major in Bible and Religion: Minimum of 37 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; 9 hours from the Preaching division, including 220, either 320 or Speech 341, and 2 additional upper-level hours; 6 hours from the Church Life division; and 6 hours from the Historical-Doctrinal division. One hour of field work — 327, 337 or 357 — is required. In addition, Greek 101-102 and Missions 250 must be taken and should be taken before the senior year. A minor is required.

Major in Bible and Religion (for women only): Minimum of 36 hours of Bible credit (maximum of 48 hours), including 18 hours of upper-level work; 16 hours from the Textual division with at least 4 lower-level hours and 6 upper-level hours; 12 hours from the Church Life division; and 6 hours from the Historical-Doctrinal division. One hour of field work — 337 or 357 — is required. The following courses are to be taken in lieu of the preaching requirements for male majors: 9 hours from Speech 350, Home Economics 101, 102, 322, 323, and Education 203. In addition, one year of Greek or a modern foreign language and Missions 250 are required. This should be taken before the senior year. A minor or second major is required and a second major is strongly recommended.

Major in Biblical Languages: 34 hours of Greek and Hebrew that includes a minimum of 8 hours of Hebrew, 2 hours of Greek 451, and 16 additional upper-level hours in one or both languages. In addition, Missions 250 is required. A minor is required.

Major in Missions: 64 hours including 15 hours of Missions that includes 250; at least 4 lower-level hours and 15 upper-level hours from the Textual division; 6 hours from the Church Life division; 6 hours from the Preaching division, including either 320 or Speech 341; 9 hours from the Historical-Doctrinal division; 3 hours of philosophy; and 3 hours of anthropology. One hour of field work — 327, 337, or 357 — is required. In addition, one year of a modern foreign language or Greek, or a reading proficiency demonstrated by examination, is required. A minor is not required.

Major in Missions (for women only): 64 hours, including 15 hours of Missions that includes 250; at least 4 lower-level hours and 15 upper-level hours from the Textual division; 9 hours from the Church Life division; 9 hours from the Historical-Doctrinal division. One hour of field work — 337 or 357 — is required. These additional courses from other departments are to be taken in lieu of the Preaching division requirements for male students: 6 hours from Speech 350, Home Economics 101, 102, 322, 323, Education 203; 3 hours of philosophy; and 3 hours of anthropology. In addition, one year of a modern foreign language or Greek, or a reading proficiency demonstrated by examination, is required. A minor is not required. It is strongly recommended, however, that a second major be completed.

Major in Religious Education: 73 hours in Bible, education, and psychology, including Bible 101, 112, 220, 320, 321, 330, 331, 332, 333, 334, 341, 342, 402, 410, eight elective hours in the Textual division, and three elective hours in the Historical-Doctrinal

division; Education 203 or 417, 307, 320, 336; and Psychology 201, 380, 382, 385. One hour of field work — 327, 337, or 357 — is required. In addition, one year of Greek is required. A minor is not required.

Minor in Bible and Religion: 18 hours, 6 of which must be upper-level, with a minimum of 10 hours in the textual division and 2 hours from each of two other divisions.

Minor in Biblical languages: 22 hours of Greek and Hebrew, including Greek 101-102, Hebrew 201-202, and 6 hours of upper-level credit.

Minor in Greek: 18 hours of Greek, including 6 hours of upper-level credit.

Minor in Missions: 18 hours, including Anthropology 250, Bible 345, and 13 hours in Missions.

BACHELOR OF SCIENCE DEGREE

Major in Bible and Religion: 65 hours, including 19 hours from the Textual division with 4 lower-level and 15 upper-level, including 402 and 410; 16 hours from the Preaching division, including 220, either 320 or Speech 341, and 9 additional upper-level hours; 12 upper-level hours from the Historical-Doctrinal division, including 342 and 444; 12 upper-level hours from the Church Life division; English 104 or Journalism 310; and History 430 or an approved history substitute. One hour of field work — 327, 337, or 357 — is required. In addition, Greek 101-102 and Missions 250 are required and should be taken before the junior year. For approved students, Greek textual courses may be substitutes for upper-level requirements in the textual division. A minor is not required.

TEXTUAL DIVISION

Old Testament

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.

204. REDEMPTIVE HISTORY OF ISRAEL. (2) Fall, Spring.

The contribution of Jewish history from the conquest to the cross, noting the literature of the prophets as it relates to the history of Israel and to the scheme of redemption.

303G. 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.

305G. 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. Not open to students who have credit in 306.

307G. EXILIC AND POST-EXILIC PROPHETS. (2 or 3) Spring.

A study of the writings of Ezekiel, Jeremiah, 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. Not open to students who have credit in 306.

308G. HEBREW POETRY AND WISDOM LITERATURE. (2 or 3) Spring.

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. INTRODUCTION TO THE OLD TESTAMENT. (3) Fall.

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 FOUR GOSPELS. (2) Fall, Spring.

The origin, characteristics and relationships of the four gospels, content and message of the four gospels.

212. 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.

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.

311. I AND II 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 and Second Corinthians.

312G. ROMANS. (2 or 3) Fall, Spring.

Introduction to the book and exegesis of the text.

314G. SELECTED LETTERS. (2 or 3) Fall.

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.

315G. PRISON LETTERS. (2 or 3) Spring.

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. Not open to students who earned credit in 314 prior to Fall 1978.

316. GENERAL LETTERS. (2 or 3) Spring.

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. Not open to students who earned credit in 314 prior to Fall 1978.

318G. HEBREWS. (2 or 3) Spring.

Introduction to the book and exegesis of the text.

319G. DANIEL AND REVELATION. (2 or 3) Spring.

Historical setting, introduction, including apocalyptic pattern and message, content and exposition of selected passages.

410. INTRODUCTION TO THE NEW TESTAMENT. (3) Spring.

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.

PREACHING DIVISION

- 220. INTRODUCTION TO THE WORK OF THE PREACHER.** (4) Fall, Spring.
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. An introduction to Biblical research, including use of library and preparation of a research paper. Open only to those preparing to preach.
- 320. PREACHING METHODS.** (3) Fall, Spring.
Materials, methods of preparation and sermon construction according to the types of sermons. Special attention to practical application by class presentation and evaluation. Prerequisite: 220 or consent of department chairman.
- 321. INTRODUCTION TO CHRISTIAN COUNSELING.** (3) Spring.
Introduction to the effective use of Christian counseling in church life. A study of the basic types of counseling techniques and theories.
- 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 department chairman for approval.
- 420G. EXPOSITION OF JOHN.** (2) Fall.
The course is designed to aid the student preacher develop self-study skills in the preparation of expository and textual sermons. Prerequisites: Greek 101-102 or consent of department chairman.
- 421G. EXPOSITION OF ROMANS.** (2) Spring.
The course is designed to aid the student preacher develop self-study skills in preparation of expository and textual sermons. Prerequisites: Greek 101-102 or consent of department chairman.
- 425. ADVANCED PREACHING.** (2) Fall, Spring.
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. Prerequisites: 220 and 320.

CHURCH LIFE DIVISION

- 330. THE EDUCATIONAL WORK OF THE LOCAL CHURCH.** (2 or 3) Fall. Alternate years; offered 1979-80.
Carrying out the mission of the church through the educational work of the church, aims, principles of leadership, enlistment of workers, curriculum, V.B.S., visitation, promotion ideas, teacher's meetings, etc. Designed for Bible majors; others may enroll.
- 331. THE CHURCH AND THE CHILDREN.** (2 or 3) Fall. Alternate years; offered 1980-81.
A course designed to train parents and Bible school teachers toward proper Christian nurture of children.
- 332. THE CHURCH AND THE YOUNG PEOPLE.** (2 or 3) Fall. Alternate years; offered 1979-80.
The young people and their religious needs, including courtship and marriage, with special emphasis on the methods and materials available to church school teachers.
- 333. THE WORK OF ADULTS IN THE CHURCH.** (2 or 3) Fall. Alternate years; offered 1980-81.
The needs of adults in the church, marriage and the home, the women's work, the training of men and women for service, methods available in teaching adults.
- 334. PERSONAL EVANGELISM.** (2 or 3) Fall, Spring.
Motives and methods of personal evangelism. The appreciation of Jesus and the early Christians as personal evangelists.

- 335. THE WORSHIP OF THE CHURCH.** (2 or 3) Spring.
Objectives and problems of private and congregational worship. The relationship of worship to life. Improving leadership in worship. Definition of the church and its work in evangelism and benevolence.
- 336. HISTORY AND ANALYSIS OF RELIGIOUS MUSIC.** (2 or 3) Spring. Alternate years; offered 1979-80.
Hebrew and Christian music, hymn writers and hymns, and an evaluation of hymns adaptable to the worship of the church.
- 337x. FIELD WORK.** (1-3) Offered on demand.
Field work in church life 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 department chairman for approval.

HISTORICAL-DOCTRINAL DIVISION

- 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. HISTORY OF THE RESTORATION MOVEMENT.** (2 or 3) Spring.
A study of the restoration movement and of men and events which shaped this movement in American history.
- 342. THE NEW TESTAMENT CHURCH.** (2 or 3) Spring.
The nature, objectives, government, and work of the church in the first century.
- 343. PRINCIPLES OF BIBLICAL INTERPRETATION.** (2 or 3) Alternate years; offered 1979-80.
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.
- 344G. BIBLICAL WORLD AND ARCHAEOLOGY.** (2 or 3) Fall. Alternate years; offered 1979-80.
A historical and religious survey of world conditions in Biblical times with special attention to the social and religious conditions in Palestine.
- 345. LIVING WORLD RELIGIONS.** (2 or 3) Fall. Alternate years; offered 1980-81.
The history and basic teachings of Zoroastrianism, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, Judaism and Islam.
- 346G. SYSTEMATIC CHRISTIAN DOCTRINE.** (2 or 3) Spring.
A textual approach to the Bible doctrine of revelation, God, Christ, the Holy Spirit, man, the church and eschatology.
- 347x. 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.
- 348G. EVIDENCE OF CHRISTIANITY.** (2 or 3) Spring.
Special emphasis on the credentials of Christ as constituting the heart of Christian evidence.
- 349. 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.
- 444x. HISTORY OF CHRISTIAN THOUGHT.** (2 or 3) Spring.
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.

GRADUATE DIVISION

- 502. INTRODUCTION TO THE OLD TESTAMENT.** (3) Fall.
Taught with Bible 402. Not open to a student who has earned credit in 402.

503. INDEPENDENT STUDY. (3) Offered on demand.
Individual study in Bible for qualified graduate students pursuing the M.Ed. degree with a major emphasis in Biblical literature and religion.

510. INTRODUCTION TO THE NEW TESTAMENT. (3) Spring.
Taught with Bible 410. Not open to a student who has earned credit in 410.

511. I AND II CORINTHIANS. (2 or 3) Spring.
Taught with Bible 311. Not open to a student who has earned credit in 311.

516. GENERAL LETTERS. (2 or 3) Spring.
Taught with Bible 316. Not open to a student who has earned credit in 316.

544x. HISTORY OF CHRISTIAN THOUGHT. (2 or 3) Spring.
Taught with Bible 444. Not open to a student who has earned credit in 444.

BIBLICAL LANGUAGES

Greek

101-102. 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.

251. THE GOSPEL OF JOHN. (3) Fall.
Reading the Greek text, further study of grammar, attention to vocabulary, exegesis of selected passages. Prerequisites: 101-102.

254. 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: 102 and 251 or consent of department chairman.

301. ROMANS. (3) Fall. Alternates with 306; offered 1979-80.
Translation of the Greek text, more extensive study of grammar — moods, tenses, particles, style, exegesis of selected passages. Prerequisite: 251, and 254 or consent of department chairman.

302. ACTS OF APOSTLES. (3) Spring. Alternates with 307; offered 1980-81.
Reading selected passages from the Greek text, study of grammatical structure and style, exegesis of selected passages. Prerequisites: 251, 254 and 301 or consent of department chairman.

303. I AND II TIMOTHY AND TITUS. (2) Fall.
Reading and exegesis of the Greek text with emphasis on grammar and syntax. Prerequisites: 251 and 254 or consent of department chairman.

304. JAMES, I AND II PETER, AND JUDE. (2) Spring.
Translation of the Greek text, analytical and comparative study of grammatical construction and style, exegesis of selected passages. Prerequisites: 251 and 254 or consent of department chairman.

306x. READINGS IN THE SEPTUAGINT. (3) Spring. Alternates with 301; offered 1980-81.

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: 251, 254 (or some other upper-level Greek reading course) and Hebrew 255 or consent of the department chairman.

307. HEBREWS. (3) Spring. Alternates with 302; offered 1979-80.
Reading of the Greek text with concordial, contextual, lexical, grammatical, and historical study of selected words, terms, and phrases particularly characteristic of the Hebrew letter. Prerequisites: 251 and 254 or consent of the department chairman.

451. 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: 301, 302 or consent of the department chairman.

Hebrew

201-202. ELEMENTARY HEBREW. (4,4) Fall, Spring.
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.

255. INTERMEDIATE HEBREW READINGS. (3) Offered on demand.
Readings in the Hebrew Bible, with special attention to vocabulary building. An introduction to textual criticism. Prerequisite: 202.

MISSIONS.

250. INTRODUCTION TO WORLD MISSIONS. (2 or 3) Fall.
Survey of world missions. General introduction to missionary methods and principles.

351. MISSIONARY MESSAGE OF THE BIBLE. (2 or 3) Spring. Alternate years; offered 1980-81.
An examination of the basic Biblical concepts which provide a foundation for missions. The development of a philosophy of Christian missions.

352. PREACHING AND MISSIONS. (2) Spring. Alternate years; offered 1979-80.
A study of the unique problems of preaching on mission fields. Relationships of the missionary as a preacher to his home church and to those of the mission field.

353. HISTORY OF MISSIONS. (2 or 3) Spring. Alternate years; offered 1980-81.
A survey of mission work from the second century to the present with special study of the work accomplished by the churches of Christ.

354. MISSIONARY PREPARATION. (2 or 3) Spring. Alternate years; offered 1979-80.
Motives for mission work. Examination of the field or relationship necessitating personal adjustment by the missionary. Relationship between the missionary and the church.

356. SEMINAR IN WORLD MISSIONS. (2-3) Offered on sufficient demand.
Course shall from time to time be offered to students interested in world evangelism utilizing the special talents of visiting missionaries or other qualified personnel. A minimum of 15 students is required.

357. FIELD WORK. (1-3) Offered on demand.
Field work will be done under the supervision of the faculty or one approved by the department chairman in a mission field at home or abroad. Before the field work experience begins, a written proposal must be submitted to the department chairman for approval.

358. COMMUNICATIONS AND MISSION. (2) Fall, Alternate years; offered 1980-81.
A study of the theory of communication, of problems of cross-cultural communications and of special relationships necessary for effective communications. Survey types of communications effective on the mission field.

359x. RESEARCH. (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 the department chairman. Prerequisite: Junior standing with a minimum 3.00 grade point average.

PHILOSOPHY

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. Alternate years; offered 1980-81.
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. Alternate years; offered 1979-80.
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.

348. EVIDENCES OF CHRISTIANITY. (2 or 3) Fall.
Same as Bible 348.

Approved Related Courses for Juniors and Seniors

Textual upper-level Greek courses, missions courses, philosophy courses, and Speech 350 are approved related courses to meet the institutional requirement in Bible for juniors and seniors who have already satisfied the eight-hour general education requirement in textual Bible courses.

Business 435 is an approved related course for all juniors and seniors who are majoring in any area of the School of Business.

Physical Science 410 is an approved related course for junior and senior B.S. science and mathematics majors and for B.A. science and mathematics majors who meet the qualifications for admission to the course.

Sociology 301 is an approved related course for a junior or senior who is majoring in Social Science if the eight-hour requirement in textual Bible courses has been completed.

DEPARTMENT OF BIOLOGICAL SCIENCE**PROFESSORS:**

Jack Wood Sears, Ph.D.

Chairman

Ward Bryce Roberson, Ph.D.

George W. Woodruff, Ed.D.

ASSOCIATE PROFESSOR:

William F. Rushton, M.A.

ASSISTANT PROFESSORS:

Ronald Doran, M.A.

Michael V. Plummer, Ph.D.

The Department of Biological Science is designed to meet the following objectives: to provide a basic knowledge of biological science 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.

CLEP credit in Biology 111 is not accepted as a prerequisite for any more-advanced biology course, except Biology 275, nor as part of the major or minor in biological science or general science.

Biology majors may elect either the Bachelor of Arts or the Bachelor of Science program. For the general science major see page 106.

Major (Bachelor of Arts): 30 hours of biological science including 111*, 115, 152, 252, and 14 additional hours of upper-level work. In addition, Chemistry 111-112, or 115 with a minimum grade of "C," must be completed. A minor is required.

Major (Bachelor of Science): A minimum of 30 hours in biological science including 111*, 115, 152, 252, and 14 additional hours of

*CLEP credit is not accepted for Biology 111 toward a major or minor in biological science or general science or as a prerequisite for more advanced biology courses.

upper-level work; Chemistry 301-302 or 271, 324; Physics 201-202 or 211-212; Mathematics 201; and additional work to total 67 hours in science, mathematics, and computing. In addition, Physical Science 410 and one year of German, French or Spanish, or a reading proficiency in one of the languages demonstrated by examination, is required. A minor is not required.

Minor: 18 hours of biological science including 111*, 152, 252, and 3 additional hours of upper-level work. Students certifying to teach high school biology must complete 24 hours of biological science or complete 6 hours of physical science in addition to the minor in biological science.

*CLEP credit is not accepted for Biology 111 toward a minor in biological science or general science or as a prerequisite for more advanced biology courses.

111. BIOLOGICAL SCIENCE. (3) Fall, Spring.

A lecture course in the principles of biology for the non-major and the beginning major. 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.

114. BIRD STUDY. (2) Summer. Offered on sufficient demand.

An introduction to the study of birds with emphasis upon basic biology and identification of local forms. Does not count toward a major in biology. Three hours of lecture-laboratory per day for two weeks. Enrollment limited to 12.

115x. BIOLOGY LABORATORY. (1) Fall, Spring.

An intensive laboratory supplement to 111. The course is designed to acquaint the major with fundamental laboratory techniques and procedures employed in other areas of biology and to extend the student's understanding of biological concepts and principles. Prerequisite or co-requisite: 111. Required as a prerequisite for most advanced courses in biology.

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

An intensive study of the animal kingdom with emphasis on taxonomy, morphology, and life histories of typical representatives of the animal phyla. Three lectures and one three-hour laboratory each week. Prerequisite: 111, 115. Laboratory fee: \$5.

250. MAN AND HIS ENVIRONMENT. (3) Fall, 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. Prerequisite: 111.

251. VERTEBRATE ZOOLOGY. (4) Spring.

The structure and function, and classification of the vertebrates. Two 75-minute lectures and three hours of laboratory per week. Prerequisite: 111, 115.

252. THE PLANT KINGDOM. (4) Fall, Spring.

An intensive study of the plant kingdom with emphasis on the taxonomy, morphology, and life histories of the major plant groups. Three lectures and three hours of laboratory per week. Prerequisite: 111, 115.

263. VERTEBRATE EMBRYOLOGY. (4) Spring.

The fundamental facts and processes of development from germ-cell formation to the completed, free-living organism. Two 75-minute lectures and three hours laboratory per week. Prerequisite: 111, 115.

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. Three lectures and three hours of laboratory per week. Prerequisite: Chemistry 112 or 115.

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

The structure and functions of the human body and its various parts. Designed for majors in home economics, physical education, psychology, nursing, and secondary education with emphasis in all the sciences. Three lectures and three hours of laboratory per week. Prerequisite: 111 or Chemistry 112 or 115.

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. Extensive use of the physiograph will be made in the laboratory. Required of all nursing majors. Open to other majors if size of class permits. Prerequisites: 275, Chem. 112 or 115.

308. SCIENCE IN THE ELEMENTARY SCHOOL. (3) Fall, Spring.

A course designed especially for elementary school teachers to introduce them to basic concepts of science and to 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: \$5.

311. INVERTEBRATE BIOLOGY AND PARASITOLOGY. (3) Spring. Alternates with 313; offered 1979-80.

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: 152. Laboratory fee: \$5.

313. ENTOMOLOGY. (3) Spring. Alternates with 311; offered 1980-81.

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: \$5.

314G. ORNITHOLOGY. (3) Spring.

The morphology, systematics, ecology, behavior, and distribution of birds. Two lectures and three hours of laboratory or field work per week. Prerequisites: 111, 115. Laboratory fee: \$5.

343G. GENERAL ECOLOGY. (4) Fall.

An in-depth study of the fundamental concepts and theories of ecology. Laboratory and field work is designed to familiarize the student with some basic methods of ecological research. Three lectures and three hours of laboratory or field work per week. Prerequisites: 152, 252. Laboratory fee: \$5.

352G. 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: \$5.

405G. 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: 111.

410G. BIOLOGICAL TECHNIQUES. (2) Fall, Spring.

A practical laboratory course designed to acquaint the student with the various instruments and techniques used in teaching and research in biology. Topics will be selected from microscopy, electrophoresis, physiography, chromatography, collecting and preserving plants and animals, preparation of slides and scientific illustration. Registration restricted to biology majors or minors and to general science majors with an emphasis in biology. Prerequisite: Written consent of the instructor.

412. INTRODUCTION TO VERTEBRATE HISTOLOGY. (2) Spring.

A study of the relationships between structure and function at the tissue and cellular level including some study of ultrastructure. Laboratory recognition of organs, organ parts and tissues of selected vertebrates will be stressed. One lecture and two hours of laboratory per week. Prerequisite: 251 or consent of department chairman.

415G. MAMMALOLOGY. (3) Fall.

The morphology, systematics, ecology, behavior, and distribution of mammals. Two lectures and three hours of laboratory or field work per week. Prerequisite: 251. Laboratory fee: \$5.

416G. HERPETOLOGY. (3) Spring. Offered on sufficient demand.

The morphology, systematics, ecology, behavior, and distribution of amphibians and reptiles. Two lectures and three hours of laboratory or field work per week. Prerequisite: 251.

420G. 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 Chemistry 325. Prerequisites: 111, 115 and Chemistry 301.

421G. CELLULAR PHYSIOLOGY LABORATORY. (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 Chemistry 325. Same as Chemistry 325.

430. RESEARCH. (1-4) Fall, Spring. Offered on demand.

A research participation course designed for the capable advanced undergraduate student who is majoring in biology or in general science with an emphasis in biology. The research will be under the supervision of a competent staff member. The student should enroll in this course for two successive semesters. A research paper will be required. Prerequisites: Junior standing with a grade point average of 3.50 or higher in the major field; written consent of the department chairman and of the staff member who will supervise the research.

440Gx. FIELD STUDIES. (1-6) Offered on sufficient demand during summer or school recess.

An extended field trip designed to acquaint the biology major or minor 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.

449G. WORKSHOP IN ENVIRONMENTAL STUDIES. (3) Summer.

Workshop for elementary teachers and secondary teachers of science and social studies designed to stimulate an awareness of the environmental interdependency of man and his ecological community and to evaluate these concepts in light of the present energy crisis. Laboratory fee: \$10.

470. READINGS IN BIOLOGY. (1-3) Offered on demand.

An independent study or tutorial course for biology majors to fill any deficiencies in their backgrounds. Registration restricted to biology majors and to general science majors with an emphasis in biology. Prerequisite: Written consent of the chairman of the department.

508. SCIENCE FOR ELEMENTARY SCHOOL TEACHERS. (3) Offered on sufficient demand.

A practical course designed to meet the need of the individual teacher in the elementary school. Emphasis will be placed on principles and basic facts and understandings in the biological, physical, and earth sciences that are particularly relevant to the elementary teacher. Readings, laboratory exercises, and discussions will provide in-depth study experiences. Laboratory fee: \$5.

510. BIOLOGY FOR SECONDARY SCHOOL TEACHERS. (3) Offered on demand. 1979-1980 Harding University Catalog

A practical course designed to fit the individual needs of those teaching biology in the secondary schools. Emphasis will be given to those biological facts and principles that are necessary. Help will be given in the preparation of laboratory and field experiences for the students. Two lecture-discussions and one three-hour laboratory period each week. Prerequisite: 12 hours of biology and graduate standing.

530. RESEARCH. (1-4) Offered on demand.

A research course for graduate students who have an adequate background in biology. A research paper will be required. Prerequisites: Graduate standing; written consent of the department chairman and of the staff member who will supervise the research.

570. INDEPENDENT STUDY. (1-3) Offered on demand.

Individual study in biology for qualified graduate students. Prerequisite: 12 hours of biology and written approval of the chairman of the department.

CO-OPERATIVE EDUCATION

DIRECTOR:

Winfred O. Wright, Dr. de l'Universite

Students desiring to obtain practical experience while helping finance their education should investigate Harding's co-operative 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, but only 2 hours of credit per work experience may be earned on the parallel plan. A maximum of 4 hours of elective credit in co-operative 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. CO-OPERATIVE 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 departmental credit, for example, Mathematics 267 or Sociology 267. Prerequisite: Sophomore standing and joint approval of the department chairman and Director of Co-operative Education.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ASSOCIATE PROFESSORS:

Gary D. Elliott, Ph.D.

Chairman

Josephine Cleveland, D.A.

Duane McCampbell, Ph.D.

Charles Pittman, M.A.

Edward White, M.A.

ASSISTANT PROFESSORS:

Alice K. Jewell, M.A.

Larry Long, Ph.D.

Dennis M. Organ, Ph.D.

Betty Thornton Ulrey, M.Ed.

Lawrence Eugene Underwood, M.Ed.

INSTRUCTOR:

*Roger Lee Brewer, M.S.

Assisting from other departments:

PROFESSOR:

Neil B. Cope, Ph.D.

Heber Taylor, Ph.D.

ASSOCIATE PROFESSOR:

Betty Work Watson, M.A.

*On leave of absence 1978-79.

The purpose of the Department of English is to assist the student in developing habits of logical thinking and effective expression and to lead him 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 his own age the finest thinking and the highest achievement of the past, the student can lay a foundation for understanding his present culture and for grasping the means by which the minds of men have broadened with the passing of each age.

Major: 33 hours, including 103, 251, 252, 271, 272, 281, one additional course each in American literature and British literature numbered 300 or higher, and 9 hours of electives in English. Majors certifying to teach must take 322, which will count as 3 of the elective hours. In addition, two years of a modern foreign language 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.

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

All students preparing to teach in elementary and secondary schools must satisfactorily complete 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, Speech 151, 265 and Journalism 201, 251, 252 are also desirable electives. Speech 255 is also a useful elective for prospective English teachers.

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

This course stresses principles of effective writing. Also, the student is given specific instruction in using the library, in research methods, and in writing the research paper.

104. INTRODUCTION TO LITERATURE AND COMPOSITION. (3) Fall, Spring.

Introducing the student to literature with special attention being given to poetry, drama, and short fiction, this course also gives the student the opportunity to develop further his 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.

249. ENGLISH PROFICIENCY. (3) 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.

281x. 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. Two hours of laboratory per week are required along with two hours of lecture.

300. HISTORY OF THE ENGLISH LANGUAGE. (3) Offered on 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.

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. Two hours of laboratory per week are required, along with two hours of lecture.

323. CREATIVE WRITING. (3) Fall. Alternates with 370; offered 1979-80.

A study of professional writing techniques, with emphasis on the demands of various literature media. Students write with publication in mind, and the form may include verse, fiction, and feature articles. Applicable aspects of style, rhetoric, and effectiveness are reviewed.

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. **Only students majoring in elementary education may count it toward the minor.** Prerequisite: Education 203.

360x. AMERICAN POETRY. (3) Fall. Alternates with 408G; offered 1980-81.

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. OLD AND MIDDLE ENGLISH LITERATURE. (3) Fall. Alternates with 323; offered 1980-81.

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. SHAKESPEARE. (3) Spring. Alternates with 403; offered 1980-81.

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. RENAISSANCE AND SEVENTEENTH CENTURY BRITISH LITERATURE. (3) Spring. Alternates with 400G; offered 1980-81.

Excluding Shakespeare, this course gives attention to major British writers of the period, including sonneteers, dramatists, Spenser, Donne, and Milton.

400G. RESTORATION AND NEO-CLASSIC LITERATURE. (3) Spring. Alternates with 380; offered 1979-80.

With major attention given to Dryden, Pope, and Swift, this course provides an opportunity for an in-depth study of the period.

402G. BRITISH ROMANTIC POETRY. (3) Fall. Alternates with 404G; offered 1979-80.

This course examines in depth the poetry of Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron, with appropriate attention to the scholarship devoted to the period.

403. STUDY IN LITERATURE. (3) Fall, Spring. Alternates with 371 in the spring; offered 1979-80.

This course offers specialized study of the literature of a particular author or field and may be repeated with the consent of the department chairman. Prerequisite: Consent of the department chairman.

404G. VICTORIAN POETRY. (3) Fall. Alternates with 402G; offered 1980-81.

This course gives major emphasis to Tennyson and Browning but notes also lesser poets of the Victorian period.

408G. AMERICAN SHORT STORY. (3) Fall. Alternates with 360; offered 1979-80.

Focusing upon a particular genre, this course provides the student an opportunity to increase his ability to read carefully and to explicate profitably.

411G. AMERICAN NOVEL. (3) Spring. Alternates with 418G; offered 1980-81.

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 consent of the department chairman.

418G. BRITISH NOVEL. (3) Spring. Alternates with 411G; offered 1979-80.

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 a senior student majoring in English can advantageously embark upon an independent study project, the content of this course may be adapted to his specific needs.

503. GRADUATE STUDY IN LITERATURE. (3) Offered on demand.

This course offers specialized study of the literature of a particular author or field and may be repeated with consent of the department chairman. Prerequisite: Consent of department chairman and instructor. Qualified graduate students may take this course **three** times in different areas.

530. 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 a graduate student majoring in English can advantageously embark upon an independent study project, the content of this course may be adapted to his specific needs.

GENERAL SCIENCE

The Departments of Biological Science, Mathematics 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, should omit from the general education program Mathematics 101 and Physical Science 102, and should take Education 203 instead of Psychology 201. 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 Biology 111*, 115, 152, 252; Chemistry 111 and 112 or 115; Mathematics 152; Physical Science 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, computing, 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 Biology 111*, 115, 152, 252; Chemistry 111 and 112 or 115; Mathematics 201; Physical Science 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, computing, 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 demonstrated by examination, is required. Computing 215 is highly recommended. A minor is not required.

Minor: 39 hours in the biological and physical sciences and mathematics, including Biology 111*, 115, 152, 252; Chemistry 111 and 112 or 115; Mathematics 152 or 201; Physical Science 101; Physics 201-202 or 211-212; and 6 hours of upper-level work in the area.

For a description of course offerings, see pages 98-102, 118-121, and 134-138.

*CLEP credit in Biology 111 is not accepted toward a major or a minor in general science.

**DEPARTMENT OF HISTORY
AND SOCIAL SCIENCE****PROFESSORS:**

Raymond Muncy, Ph.D.
Chairman

Clifton L. Ganus, Jr., Ph.D.
Joe T. Seagraves, Ph.D.

ASSOCIATE PROFESSORS:

Fred R. Jewell, Ed.D.
Virgil H. Lawyer, M.A.

ASSISTANT PROFESSORS:

Earl W. Cobill, M.A.
Thomas M. Howard, Ed.D.
Thomas R. Statom, M.A.T.

The work of the department is designed to give students basic information concerning the social forces and institutions which affect civilizations 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 pre-professional background for the fields of law, government service, or some related professional field.

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 Sociology 203. Students should take Economics 201, Political Science 205, and Sociology 203 before the end of the sophomore year. In addition to certifying in the broad area of social science, a student should keep in mind that 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: 33 hours in history, including 101, 111, 420 or Political Science 202, 430, and two courses elected from 301, 302, 340, and 403. Social Science 450 must also be completed. A minimum of 18 advanced 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 Political Science 202, and one course elected from 301, 302, 340 or 403.

POLITICAL SCIENCE

Major: 33 hours in political science, including 202 or 420, 205, 251, 254, 300, and 305, of which 18 hours must be advanced level. Social Science 450 must also be completed. In addition, one year of a modern foreign language is required.

Minor: 18 hours in political science, of which 6 must be upper level.

SOCIAL SCIENCE

Major: 53 hours in social science including Economics 201-202; Geography 212, 300 or 301; History 101, 111, 430; two courses elected from History 301, 302, 340, and 403; Political Science 202 or 420, 205, 251; Social Science 450; Sociology 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 Sociology 203. For this minor Economics 201, Political Science 205, and Sociology 203 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: 62 hours in American Studies, including Economics 201-202; Geography 212, 300 or 301; History 101, 111; two courses elected from History 301, 302, 340, and 403; Political Science 202, 205, 251; Social Science 450; Sociology 203; 6 hours in American literature from English 271, 272, 360, 408, 411; 6 additional hours in American political science from Political Science 354, 425, 435; 3 additional hours in American culture from Sociology 305, 355, 405; 3 additional hours in American economic scene from Business 322 or Management 354; 6 additional hours in American history from History 301, 302, 340, 366, 403, 420, 441; Journalism 401 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 History 101, 111; two courses elected from History 301, 302, 340, and 403; Political Science 202, 205; Sociology 203; and 9 additional hours selected from three of the five fields listed under the major.

PUBLIC ADMINISTRATION

Major: 69 hours, including Accounting 205-206; Business 214, 315, 343; Economics 201-202, 343; Management 368; Political Science 205, 251, 254, 305, 324, 435, 436; Sociology 203, 305, 350;

Speech 260 or 275; and 12 hours of electives from the above areas approved by the Chairman of the Department of History and Social Science with **not more** than 6 hours elected from the School of Business. A minor is not required.

GEOGRAPHY

212. FUNDAMENTALS OF GEOGRAPHY. (3) Fall, Spring.

Physical geography including climates, soil, river systems, and mountain ranges. The aspects of geography affecting racial division and human population.

300. WORLD GEOGRAPHY. (3) Fall. Alternate years; offered 1980-81.

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.)

301x. GEOGRAPHY OF THE UNITED STATES. (3) Fall. Alternate years; offered 1979-80.

Emphasis on the development of urban centers and economic and social factors.

HISTORY

101. AMERICAN HISTORY. (3) Fall, Spring.

Survey of American history with attention to geographical factors, social forces, and political and industrial development. Required of all freshmen.

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. Required of all freshmen.

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. Prerequisite: 101 or consent of department chairman.

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.

310. HISTORY AND CULTURE OF THE FAR EAST. (3) Fall.

A study of China and Japan, including indigenous origins, the impact of the West through the 19th century, and problems of development through the last 50 years.

317x. RUSSIA AND THE SOVIET UNION. (3) Fall.

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 1979-80.

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.

401G. HISTORY OF ENGLAND. (3) Spring. Alternate years; offered 1980-81.

Political, religious, literary, and economic activities of the English people from 1066 to present. Recommended for pre-law students. Prerequisite: 111 or consent of department chairman.

403. TWENTIETH CENTURY AMERICA 1900 TO PRESENT. (3) Fall. Alternate years; offered 1980-81.

An historiographical and interpretative treatment. Prerequisite: 101 or consent of department chairman. Recommended for those who plan to do graduate study in history.

1979-80. Prerequisite: 111 or consent of department chairman.

410G. EMERGING NATIONS. (3) Fall.
Same as Political Science 410.

420G. 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.

430G. ANCIENT, MEDIEVAL AND RENAISSANCE HISTORY. (3) Spring.
A historical survey from antiquity to 1648. Required for all history and social science majors.

441G. HISTORY OF THE SOUTH. (3) Fall. Alternate years; offered 1979-80.
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.

446G. EUROPEAN HISTORY 1789-1900. (3) Spring. Alternate years; offered 1980-81.
Prerequisite: 111 or consent of department chairman.

447G. MODERN EUROPEAN HISTORY 1900 TO PRESENT. (3) Spring. Alternate years; offered 1979-80.
Prerequisite: 111 or consent of department chairman.

503. TWENTIETH CENTURY AMERICA. (3) Fall. Alternate years; offered 1980-81.
An historiographical and interpretative treatment. Prerequisite: 12 hours of history and consent of department chairman. Not open to those who have credit in 403.

POLITICAL SCIENCE

202. INTERNATIONAL RELATIONS. (3) Fall, Spring.
A study of the interaction of nations, surveying territorial states, nationalism, international organizations, international law, war, and the nuclear revolutions, and focusing on why nations and men act as they do.

205. AMERICAN NATIONAL GOVERNMENT. (3) Fall, Spring.
A study of the informal and formal aspects of the decision making process of the United States' political system.

251. AMERICAN STATE AND LOCAL GOVERNMENT. (3) Spring.
A study of the nature, functions, and issues of government in the states and localities of the United States.

254x. QUANTITATIVE TECHNIQUES AND RESEARCH IN POLITICAL SCIENCE. (3) Fall.
A practical introduction to the basic tools used in modern political science research, with special emphasis on basic statistics used in data analysis and hypothesis testing. Attention will also be given to improvement of written communication skills.

300. COMPARATIVE POLITICAL SYSTEMS. (3) Fall.
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.

305. PUBLIC POLICY ANALYSIS. (3) Spring.
Analysis of the decision-making process in the public sector.

324. PRINCIPLES OF PUBLIC ADMINISTRATION. (3) Fall. Alternate years; offered 1979-80.
Political influences and management principles of the public bureaucracy.

351. INTERNATIONAL LAW AND DIPLOMACY. (3) Spring. Alternate years; offered 1980-81.
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.

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354. POLITICAL PARTIES AND THE ELECTORAL PROCESS. (3) Fall. Alternate years; offered 1980-81.

The nature of the American political parties and their role in selecting and mobilizing voters and organizing government. Attention will be given to the nature and practice of election campaigns. Prerequisite: 205, 254.

410G. EMERGING NATIONS. (3) Fall.
An examination of the political processes and economic development of the underdeveloped nation-states in Africa, Asia, and Latin-South America, with emphasis on the role of the Third and Fourth World nation-states in the functioning of the international system. Prerequisite: 202.

420G. DIPLOMATIC HISTORY OF THE UNITED STATES. (3) Fall.
Same as History 420G.

425Gx. CONTEMPORARY POLITICAL THEORY AND IDEOLOGY. (3) Fall. Alternate years; offered 1980-81.
A study of the ideas and concepts of government which have influenced the development of political systems in the modern world.

435G. CONSTITUTIONAL LAW. (3) Spring. Alternate years; offered 1979-80.
A study of the constitutional background and some of the most important Supreme Court decisions which have marked the direction of American government. Prerequisite: 205.

436Gx. ADMINISTRATIVE LAW. (3) Spring. Alternate years; offered 1979-80.
The nature, formulation, implementation, and adjudication of administrative law with attention to the powers and limitations of regulatory agencies. Prerequisite: 205.

450G. 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.

450G. 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.

503. DIRECTED READINGS IN THE SOCIAL SCIENCES. (1-3) Offered on demand.
Individual study and research on selected topics of interest to broaden and strengthen the student's background in the social sciences. Prerequisite: Consent of the department chairman.

DEPARTMENT OF HOME ECONOMICS

PROFESSOR:
Mildred L. Bell, Ph.D.
Chairman

ASSOCIATE PROFESSOR:
Eva Thompson, Ph.D.

ASSISTANT PROFESSORS:
Sharen Deacon Crockett, M.S.
Lynn England, M.S.
Elaine C. Thompson, M.A.
Elizabeth K. Wilson, M.A.

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The Department of Home Economics offers courses designed to prepare students to meet their responsibilities as homemakers and consumers; to prepare for teaching home economics in vocational home economics programs; and to give background courses as foundation for specialized training for dietetics, food service management, and other related careers. Students not majoring in the department are encouraged to choose basic courses in home economics as electives.

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 also approved for the training of extension home economists.

Echo Haven is the Home Economic Department's modern home where students may gain valuable experience in many phases of managing a home. Those who live there organize themselves into working units and carry out their plans under supervision of a resident teacher. All home economics majors live in the home sometime during their junior or senior years. The house accommodates six students, and the residence period is nine weeks. Any junior or senior majoring in another department may live in the house if enrolled in Home Economics 402 as an elective.

The child development laboratory is excellently arranged and well equipped. It provides for 18 children, and includes areas of dramatics, block play, library, music, creative art, food preparation, rest, isolation, rest room, teacher's conference room, observation booths, and playground. The same facilities are used in the afternoons for 18-25 kindergarten students.

Major (Bachelor of Arts): 32 hours in home economics, including 101, 102, 201, 203, 214, 322 or 323, 331, 391, 402, 405 and 3 additional advanced hours. In addition, Art 117 is required and Home Economics 251 is strongly recommended.

Major (Bachelor of Arts for Textile Merchandising): 40 hours in home economics, including 101, 102, 201, 202, 203, 214, 303 (or elective), 305, 322, or 323, 331, 391, 402, 406, 412. In addition, the following 21 hours must be completed: Acct. 205, Art 117, Bus. 315, Econ. 201-202, Mgt. 368, and Mkt. 330. A minor is not required.

Major (Bachelor of Arts for Dietary Technology): A broad area major including Accounting 205-206, 360; Business 317; Economics 201; Home Economics 102, 201, 214, 322 or 323, 331, 332, 337, 391, 402, 433, 435, 436; Management 368; Mathematics 101 or 105; and Psychology 307. A minor is not required.

Major (Bachelor of Science for Vocational Teachers): 40 hours in home economics, including 101, 102, 201, 202, 203, 251, 322, 323, 331, 391, 402, 405, 406, and 412. Other required courses are Art 117; Sociology 203; Chemistry 111-115; Biology 275*; Education 307, 320, 336, 417, 424, and 451; and Health Education 203. This program includes 9 hours in human development and family; 6 in

*Any substitute for Biology 275, made for a transfer student only, must be approved by the Chairman of the Home Economics Department.

consumer education and home management; 6 in housing, furnishings, and equipment; 9 in food, family meals, and nutrition; and 9 in textiles and clothing. Non-teaching majors must complete Art 101, Home Economics 214, Physical Science 101, Psychology 201, and one more hour in physical education activity, but may omit the education courses and Health Education 203. A minor is not required.

For a student desiring to certify also in another secondary field, Home Economics 412 is waived.

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. Art 211, Biology 308, Economics 315, English 350, Geography 212, Mathematics 115, 225, Music 116, Physical Education 330, and Education 303, 401, 402, 403, 404, 415, and 441 are required. For certification in kindergarten, Education 381 or 383, 410 and 411 must also be completed.

Major (Bachelor of Science for Dietitians and Food Service Managers — American Dietetics Association, Plan IV): 32 hours in home economics, including 102, 201, 214, 331, 332, 391, 402, 431, 433, 435 and 436. Other required courses are Chemistry 111-115, 271 or 301, 324; Biology 111, 115, 271*, 275*; Education 307; Anthropology 250; Computing 214; and Economics 201. A minor is not required.

Minor: 18 hours in home economics, including 6 advanced-level hours.

*Any substitutes for Biology 271 or 275, made for a transfer student only, must be approved by the Chairman of the Department of Home Economics.

101. FAMILY CLOTHING PROBLEMS. (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. Prerequisite: 102.

202. CLOTHING TAILORING. (3) Fall.

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 serviceability 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.

- 214. FAMILY HEALTH.** (2) Spring.
Promotion of health and prevention of illness for the family. Care of the sick and convalescent, first aid and safety in the home. Two hours lecture per week.
- 251x. 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.
- 303. ADVANCED CLOTHING ORIGINAL PATTERN DESIGNING.** (3) Fall.
Alternates with 305; offered 1979-80.
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 and 202 or consent of instructor.
- 305x. TEXTILE MERCHANDISING.** (3) Fall. Alternates with 303; offered 1980-81.
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 participation in Child Development laboratory per week.
- 331. NUTRITION.** (3) Fall.
Principles of normal nutrition and metabolism, food values, and requirements for maintenance and growth. Two hours lecture and a laboratory each week. Prerequisite: 102 for home economics majors.
- 332. NUTRITION IN DISEASE.** (3) Spring. Alternates with 431; offered 1980-81.
Biochemical and physiological conditions which require modification of the normal diet for a part of the therapeutic management of the patient. Role of dietitian as a member of the health care system.
- 337. FOOD PRESERVATION.** (2) Fall. Alternates with 433; offered 1979-80.
A survey of special methods of food preservation. Emphasis on all methods of food preservation used in the home as well as commercial food preservation. One hour lecture and three hours laboratory per week.
- 391. CONSUMER EDUCATION AND HOME MANAGEMENT.** (3) Fall.
Consumer economics, financial records, budgetmaking for the individual and the family, managerial aspects of homemaking, and work simplification for household activities. Prerequisite: 102. 201 recommended.
- 402. HOME MANAGEMENT RESIDENCE.** (3) Fall, Spring.
Eight weeks of residence in the home management house. Management applied to group living. Practical experience in planning, buying, preparing and serving meals. Physical care of the home. Social aspects of group living. Prerequisites: 102, 201, 391 and consent of the department chairman for majors; junior or senior standing and consent of department chairman for non-majors.
- 405G. HOME EQUIPMENT.** (3) Spring.
The selection and management of household equipment. Stresses options available to the consumer in the purchase, installation, and use of equipment. Simple repair of home equipment.
- 406G. HOUSING AND HOME FURNISHINGS.** (3) Fall.
A study of housing and selection of furnishings for the home, including arrangements, period styles, and decorative details. Laboratory experiences are to include art in its application to the home, refinishing and reupholstering furniture, making of slip covers and draperies, and landscaping. Techniques suitable for homemakers, extension workers, and homemaking teachers. Students furnish own materials. Two hours lecture and three hours laboratory per week. Prerequisite: Art 117.

412G. TEACHING ADULT HOMEMAKING CLASSES. (2) Spring.
Organization and development of homemaking programs, teaching methods and materials useful for teaching adult classes based on the program of federal agencies for the improvement of home and home living.

424. TEACHING HOME ECONOMICS. (3) Fall. Same as Education 424.
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.

431G. ADVANCED NUTRITION. (3) Spring. Alternates with 332, offered 1979-80.
Aims to extend the student's knowledge of the science of nutrition and metabolism and the recent advances in the field of nutrition. Three lectures per week. Prerequisites: 331 and Chemistry 324.

433G. ADVANCED FOODS. (3) Fall. Alternates with 337; offered 1980-81.
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 of major food problems and evaluation of new commercial products are emphasized. Two hours lecture and three hours laboratory per week. Prerequisites: 102; Chemistry 271 or 301.

435G. FOOD SYSTEMS MANAGEMENT I. (3) Spring. Alternates with 436; offered 1979-80.
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.

436G. FOOD SYSTEMS MANAGEMENT II. (3) Spring. Alternates with 435; offered 1980-81.
Emphasis on selection, layout, maintenance of food system department, and management of personnel. Two hours lecture and three hours laboratory per week. Prerequisite: 201.

450Gx. INDEPENDENT STUDY. (1-3) Offered on demand.
When in the judgment of the chairman of the department and the appropriate member of the faculty a senior majoring in home economics can advantageously embark upon an independent study project, the content of this course may be adapted to specific needs. Prerequisite: Consent of instructor and department chairman.

451. SUPERVISED TEACHING. (6) Spring. Same as Education 451.
Directed participation in teaching. Residence at teaching center for eight weeks. Planning for and managing classes, keeping records, making reports. Use of various evaluation procedures, experience in community participation. Prerequisites: 322 or 323; Education 307, 336, 424; and consent of the department chairman.

DEPARTMENT OF JOURNALISM

PROFESSORS:

Neil B. Cope, Ph.D.

Chairman to May 14, 1979

Heber Taylor, Ph.D.

Chairman, effective May 14, 1979

ASSOCIATE INSTRUCTOR:

#Michael L. James, B.S.

Assisting from other departments:

ASSISTANT PROFESSORS:

Dennis M. Organ, Ph.D.

Betty Thornton Ulrey, M.Ed.

#Appointment effective August 27, 1979.

The Department of Journalism offers basic studies for students planning to find a vocation in journalism, advertising, public relations, mass media, or related areas. It also offers courses for those who need the practical techniques of journalism for use in other vocations.

Major in Journalism: 30 hours in journalism, including the basic 14-hour core of 201, 301, 302, 304, 323, with the additional 16 hours dependent upon vocational goal. For a news-editorial emphasis, 251, 322, 401, 450 are required; for a public relations-advertising emphasis, 303, 322, 392, 450 (with 267 highly recommended) are required; and for a secondary teaching emphasis, 251, 252, 303, 322, 410 are required.

Minor in Journalism: 18 hours in journalism, including 6 hours of advanced work. Students certifying to teach journalism in high school must complete a minimum of 24 hours in journalism.

Major in Mass Media: 64 hours, including Journalism 201, 392, 401; Sociology 203; Speech 141, 210, 251, 255, 275, 280, 281, 410, 441, 442; and 25 hours elected from the following courses with at least 6 hours elected from each of three of the areas: Journalism 251, 252, 301, 302, 303, 323; Management 354, 368, 425; a modern foreign language; Political Science 324, 354, 422, 423, 435; Sociology 305, 350, 355, 405, 408; and Speech 204, 211, 265, 306, 405, 406. A minor is not required.

Major in Public Relations: 66 hours, including Business 315, 350; Economics 201; Journalism 303, 392, 401; Management 333, 368; Marketing 330; Political Science 324, 435; Psychology 201, 408; Sociology 203, 305; Speech 275; and 18 additional hours elected from Business 255, 316; Cooperative Education 267; Economics 202; Journalism 201, 302, 304; Management 354, 425; Marketing 335, 336, 337, 400; Political Science 300, 305, 351; Psychology 380, 382, 435; Sociology 355, 381, 405, 410; Speech 251, 280. Business 255 and Cooperative Education 267 are strongly recommended. A minor is not required.

201. INTRODUCTION TO JOURNALISM. (3) Fall, Spring.

An examination of the broad field of journalism, its backgrounds and influences. Exercises in reading newspapers and in evaluating mass communications media. Inquiry is made into vocational opportunities. Prerequisite: English 103.

251. STUDENT PUBLICATIONS ACTIVITY — NEWSPAPER. (1) Fall, Spring.

Participation in staff duties or other assignments for student newspaper. Open to majors and non-majors, but no more than two hours credit may be obtained in 251 and/or 252. Prerequisite: Consent of faculty advisor.

252. STUDENT PUBLICATIONS ACTIVITY — YEARBOOK. (1) Fall, Spring.

Same as for 251 except work is on yearbook. Prerequisite: Consent of faculty advisor.

301. REPORTING. (3) Fall.

Fundamentals of gathering and writing news. Exercises in news writing and news values, with emphasis on good journalistic practice for newspapers.

302. EDITING. (3) Spring.

Preparation of copy, 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.

303. ADVERTISING. (3) Spring.

Advertising methods and media; problems in selling, and the psychology of advertising. Special attention to newspaper and magazine techniques, to mechanics and layout, and to direct mail methods.

304. PHOTOGRAPHY. (2) Fall.

The fundamentals of photography, developing and printing, enlarging, use of photographic equipment and standard techniques are studied by lecture and laboratory work.

305. PUBLICATIONS PHOTOGRAPHY. (3) Spring.

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: 304 or equivalent.

310. RELIGIOUS JOURNALISM. (2) Spring.

The writing of religious articles for publication, the preparation of copy for the press and the media used by churches and individuals in public relations. Of special interest to ministerial students and those preparing for church and mission work.

322. TYPOGRAPHY AND GRAPHIC ARTS. (3) Fall. Alternate years; offered 1980-81.

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. 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.

392. 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 in their information programs.

401. THE PRESS AND SOCIETY. (3) Fall.

Background of the American press; examination of problems of editorial freedom, ethics of the press, propaganda, public opinion, and the place of the newspaper in a democratic society.

410G. SCHOOL PUBLICATIONS. (2) Fall. Alternate years; offered 1979-80.

Scope and purpose of student publications as standard extracurricular adjuncts in the educational program, particularly at the high school level, are examined. Function and organization of the staff, management and editing problems, production techniques, and relationships to school and community are explored. Designed particularly for teachers who supervise school newspapers and yearbooks.

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

Individual study or research on selected topic of interest to the senior major in journalism.

1979-1980 Harding University Catalog
**DEPARTMENT OF
MATHEMATICS**

PROFESSORS:

Dean B. Priest, Ph.D.
Chairman
Bill W. Oldham, Ed.D.

ASSOCIATE PROFESSORS:

Stephen W. Smith, Ph.D.
Estelle White, M.Ed.

ASSISTANT PROFESSORS:

Troy Blue, M.A.
Harmon C. Brown, Ph.D.
Alva Gene Dugger, M.S.
John Nunnally, M.S.

The objectives of the Department of Mathematics 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.

Major in Computer Applications: 74 hours in Computing 215 (or 214 in School of Business) 261, 325, 327, 425, 427; Mathematics 171 (or 151, 152), 201 or 210, 251, 252, 313, 320, 351; Accounting 205, 206; Business 315 (or Management 254), 343, 350; Economics 201, 202; Management 368, 430; and Marketing 330. A minor is not required.

Major in Mathematics (Bachelor of Arts): 30 hours of mathematics, including 251-252 and five courses numbered 300 or above. Computing 215 and either Physics 201-202 or 211-212 are also required.

Major in Mathematics (Bachelor of Science): 30 hours of mathematics, including 251-252 and five courses numbered 300 or above; 27 hours in two other sciences; and 6 hours in a fourth science. Computing 215, Physical Science 410, and Physics 211-212 must be included. A minor is not required.

Major in Mathematics Education (for middle school certification): 22 hours of mathematics, including 115, 171 (or 151, 152), 201 or 210, 225, and 6 hours of upper-level work; Computing 215; and 29 hours of Education, including 203, 303, 307, 320, 336, 401, 403, 404, 417, and 441. The following content and specialization courses must be completed: Art 211; Biology 308; Economics 315; English 350; Geography 212, 300 or 301; Health Education 203; Music 116; and Physical Education 330. A minor is not required.

Minor in Computing: 18 hours of computing, including 6 upper-level hours.

Minor in Mathematics: 18 hours of mathematics, including 6 upper-level hours.

Students certifying to teach mathematics at the secondary level **must include 306 and 6 additional hours of 300-level or higher mathematics courses.** They are strongly encouraged to take 313 and 323 for these 6 hours. For certification, 21 hours of mathematics are required as a minimum, including 3 hours of algebra above 105, 3 hours of calculus, **306, and 6 additional hours of 300-level or higher mathematics courses.**

COMPUTING

215. INTRODUCTION TO STRUCTURED PROGRAMMING. (3) Fall, Spring.

The fundamental concepts of program structure and design are presented with a vocational emphasis. Computer organization, charting and design techniques, structured programming concepts, and testing schemes will be covered. Prerequisite: For students in the School of Business, 214; for other students, Math. 151 or consent of instructor. Ability to type very helpful. Fee: \$25.

261. STRUCTURED SYSTEMS ANALYSIS AND DESIGN. (3) Spring.

Study of the tools and techniques needed to meet the needs of computer users and management as computer systems are implemented. Project cost and time analysis, project team leadership, productive communication methods, and analysis/design methods will be discussed. Tools used will include structure charts, data flow tables, and pseudo-code. Prerequisite: 215. Fee: \$25.

325x. DATA STRUCTURES. (3) Fall. Alternate years; offered 1979-80.

A study of major data storage and retrieval techniques. Applications of sequential and linked storage methods, restricted list structures, trees, graphs, and files will be used. Data-base methods will be discussed. Assignments will be done in PASCAL, a block-structured programming language. Application will be made to data management and data-base management technology. Prerequisite: 261. Fee: \$25.

327x. OPERATIONS RESEARCH. (3) Spring. Alternate years; offered 1979-80.

Dynamic programming, linear programming, transportation and network theory (PERT, traveling salesman and shortest route programs), assignment problem, inventory control, equipment replacement, scheduling problem, decision theory, queuing theory, game theory, and simulation. The emphasis will be on methodology. Introduction to FORTRAN. Prerequisite: 261. Fee: \$25.

329x. SMALL BUSINESS SYSTEMS WITH PRG APPLICATIONS. (3) Fall.

Configuration of computer systems for small business involving analysis and design characteristics. Typical business applications and their solutions using PRG programming.

381x. PROGRAMMER/ANALYST WORK EXPERIENCE. (3) Offered on demand.

Students will be assigned to work on a current realistic problem. They will be expected to perform as professional programmer/analyst trainees. Students will be expected to work under direct supervision approximately 10 hours per week during the semester. Assignments will be made by the department chairman. Credit in Coop. Educ. 267 can be substituted with consent of the department chairman. Prerequisite: Senior standing with either a Business Systems Analysis major or a Computer Applications major.

425x. ADVANCED TOPICS IN COMPUTING. (3) Fall. Alternate years; offered 1980-81.

Topics that apply to the art of solving real work problems through the techniques of good software development. Possible directions of study include systems programming, operating systems, assembler level programming, advanced algorithmic techniques, or program correctness analysis. Various languages will be considered. Prerequisite: 261. Fee: \$25.

427x. SIMULATION AND MODELING. (3) Spring. Alternate years; offered 1980-81.

Study of translation of real-world systems into mathematical models. Digital simulation of these models. Applications in management, engineering, and science. Optimization in large systems. Topics: Basic Probability, Queueing Theory, Inventory Systems, Reliability, Process Generation, Simulation of Queueing Systems, Simulation of Inventory Systems, Simulation Languages. Prerequisites: 261 and Math. 320 or Bus. 255. Fee: \$25.

1450x. INDEPENDENT STUDY. (1-3) Offered on demand. Individual study and work on selected computer topics of interest to broaden and strengthen the student's background in computer applications. Prerequisite: Senior standing and consent of the department chairman.

MATHEMATICS

101. BASIC MATHEMATICS. (3) Fall, Spring.
A study of numbers, number systems, number operations, and number bases; sets and set operations; variables; and an introduction to algebraic operations. Does not count toward a major or minor in mathematics.

105. INTERMEDIATE ALGEBRA. (3) Fall, Spring.
Designed for those students who present fewer than one and one-half entrance units in algebra or have inadequate preparation. Does not count toward major or minor in mathematics.

115x. 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.

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, pre-engineers, 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 with a clearly superior background should elect 201. 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. (4) Fall, Spring.
Mathematical principles used in the quantitative aspects of business and economics. Linear programming, PERT, and introductory differential and integral calculus for non-science majors. Does not count toward a major in mathematics. Prerequisite: A grade of "B" or higher in 105 (or equivalent) or consent of the department chairman.

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. (4) Fall, Spring.
A continuation of 201. Prerequisite: 201.

252. ANALYTICS AND CALCULUS II. (4) Fall, Spring.
A continuation of 251. Prerequisite: 251.

306G. FOUNDATIONS OF GEOMETRY. (3) Spring.
An examination of Euclidean geometry with an introduction to non-Euclidean geometry. Prerequisite: 201.

313G. LINEAR ALGEBRA. (3) Spring.

Linear equations, matrices and vector spaces, linear transformations, determinants, rational and Jordan forms, inner product spaces and bilinear forms. Prerequisite: 252 or consent of department chairman.

320G. PROBABILITY. (3) Fall. Alternate years; offered 1979-80.

Probability as a mathematical system, random variables and their distributions, limit theorems, and topics in statistical inference. Prerequisite: 252.

323G. MODERN ALGEBRA I. (3) Fall. Alternate years; offered 1980-81.

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: 201 and junior standing.

331G. INTERMEDIATE ANALYSIS I. (3) Fall. Alternate years; offered 1979-80.

Real number systems, functions, sequences, additional topics in limits, continuity, differentiation, integration, infinite and power series and uniform convergences. Prerequisite: 252.

351G. DIFFERENTIAL EQUATIONS. (3) Fall.

Ordinary differential equations with applications. Prerequisite: 252. Physics 211-212 highly recommended.

420G. PROBABILITY AND STATISTICS. (3) Offered on sufficient demand.

Estimation, decision theory and testing hypotheses, relationships in a set of random variables, linear models, and design. Prerequisite: 320.

421G. ANALYTICAL MECHANICS. (3) Spring. Alternate years; offered 1980-81.

Same as Physics 421G.

432G. 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. Prerequisite: 331 or 252 and consent of instructor.

450G. DIRECTED READINGS. (2 or 3) Offered on demand.

Individual reading in advanced mathematics. Prerequisite: Consent of the instructor and chairman of the department. May be taken two times for credit.

523. WORKSHOP IN TEACHING AIDS FOR MATHEMATICS (K-12). (3) Summer only. Offered on sufficient demand.

A course to acquaint mathematics teachers with the wide range of teaching aids available for grades K-12. Teaching aids considered include manipulations, activities, games, and visuals.

525. MATHEMATICS FOR THE ELEMENTARY TEACHER. (3) 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.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

PROFESSOR:

Winfred O. Wright, Dr. de L'Universite
Chairman

ASSOCIATE PROFESSOR:

Dorothy S. Wright, Dr. de L'Universite

ASSISTANT PROFESSOR:

Ava M. Conley, M.A.

Assisting from other Departments:

ASSOCIATE PROFESSOR:

Robert L. Helsten, M.A.

The department seeks to satisfy the needs of those students who desire a modern foreign language for its cultural values, those who require a modern foreign language for greater proficiency in their chosen field, and especially those who desire greater proficiency in a foreign language as a major or minor field of study. Students who have taken one or more years of French or Spanish in high school will be assigned to their first course in college French or Spanish, respectively, after a conference with the chairman of the department to determine the proper level of placement.

Modern Foreign Language Validation Credit: Upon written request of the student to the Chairman of the Department of Modern Foreign Languages, credit for the elementary course of each modern language may be obtained when the student has completed **both semesters** of the intermediate course of the same language with grades of "A" or "B".

Major in French: 30 hours in French, including 18 hours of upper-level credit.

Minor in French: 18 hours in French, including 6 hours of upper-level credit.

Major in Spanish: 30 hours in Spanish, including 18 hours of upper-level credit.

Minor in Spanish: 18 hours in Spanish, including 6 hours of upper-level credit.

Students who certify to teach French or Spanish **must** complete Education 419 even though the foreign language is a minor field. Also, students who certify to teach French or Spanish must complete 21 hours of the given language, with the advice of the department chairman, to meet minimum certification requirements.

FRENCH

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, Spring.
Guided conversational experience in small groups on topics of common interest to students of French. May be repeated for four hours of credit. Prerequisite: 102 or equivalent.

301-302. INTRODUCTION TO FRENCH LITERATURE. (3, 3) Fall, Spring. Alternates with 303-304; offered 1980-1981.
A survey of major authors and their works from the Middle Ages to the present. Prerequisite: 201 or equivalent.

303G. ADVANCED COMPOSITION. (3) Fall. Alternates with 301; offered 1979-80.
Techniques of writing in French. Imitation of selected French texts illustrating various styles. Exercises in creative writing. Prerequisite: 202 or equivalent.

304G. ADVANCED FRENCH. (3) Spring. Alternates with 302; offered 1979-80.
A practical application of advanced grammar in group discussions, reports and translations. Literary analysis of passages from representative works. Prerequisite: 202 or equivalent.

305. CONTEMPORARY FRENCH CIVILIZATION. (3) Offered in the summer on sufficient demand.
A study of the mores, customs, government and important personalities of present day France. Prerequisite: 202 or equivalent.

402G. FRENCH CLASSICISM. (3) Spring. Alternates with 404; offered 1980-81.
A study of Corneille, Racine, Moliere, Pascal, La Fontaine, and others. Prerequisite: Any 300 course.

403G. LITERATURE OF THE 18TH CENTURY. (3) Fall. Alternates with 405; offered 1979-80.
A study of the 18th Century writers with emphasis on the works of the philosophers. Prerequisite: Any 300 course.

404G. LITERATURE OF THE 19TH CENTURY. (3) Spring. Alternates with 402; offered 1979-80.
A study of representative writers of the 19th Century and the important literary movements. Prerequisite: Any 300 course.

405G. LITERATURE OF THE 20TH CENTURY. (3) Fall. Alternates with 403; offered 1980-81.
A study of outstanding writers of the 20th Century and of current literary trends in France. Prerequisite: Any 300 course.

450. INDEPENDENT STUDY. (1-3) Offered on demand.
Individual study for qualified seniors majoring in French. Prerequisite: Consent of the instructor and department chairman.

505. CONTEMPORARY FRENCH CIVILIZATION. (3) Offered in the summer on sufficient demand.
Graduate course offered in conjunction with 305.

550. INDEPENDENT STUDY. (1-3) Offered on demand.
Individual study for qualified graduate students. Prerequisite: Consent of the instructor and department chairman.

GERMAN

101x-102x. 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. Three class periods per week.

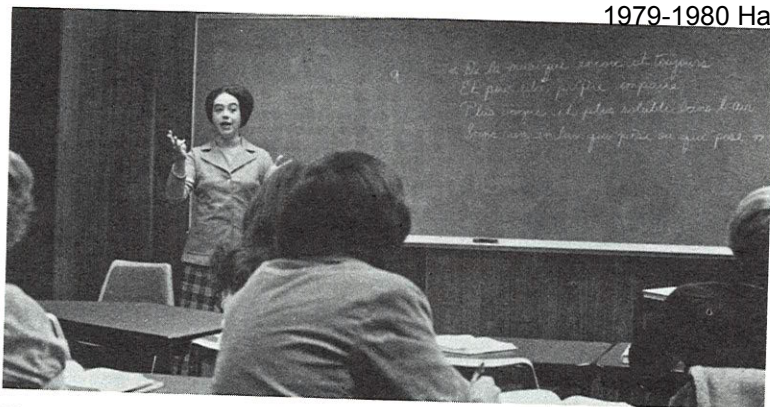
201-202. INTERMEDIATE GERMAN. (3, 3) Fall, Spring. Offered on sufficient demand.
A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Prerequisite: 102 or two years of high school German.

SPANISH

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. 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.

251x. 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 four hours of credit. Prerequisite 102 or equivalent.



301-302. INTRODUCTION TO SPANISH LITERATURE. (3, 3) Fall, Spring.
Alternates with 303-304; offered 1980-81.

A survey of major authors and their works. Prerequisite: 202 or equivalent.

303G. ADVANCED COMPOSITION AND GRAMMAR REVIEW. (3) Fall.
Alternates with 301; offered 1979-80.

Grammatical analysis, translation to Spanish and free composition to develop fluency and correctness in written Spanish. Prerequisite: 202 or equivalent.

304G. ADVANCED SPANISH. (3) Spring. Alternates with 302; offered 1979-80.

A practical application of Spanish with advanced conversation, literary analysis, and phonetic review. Prerequisite: 202 or equivalent.

315G. LATIN AMERICAN CIVILIZATION. (3) Fall. Alternates with 401; offered 1980-81.

A cultural survey of the Latin American nations with emphasis on the contemporary period. (Lecture and classroom discussion will be in English. Readings, written exercises, and testing will be in Spanish for Spanish majors and minors, in English for all other students.) Prerequisite: For Spanish majors and minors, 202 or equivalent. No prerequisites for students majoring in other areas.

325. 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.

401G. THE SPANISH GOLDEN AGE. (3) Fall. Alternates with 315; offered 1979-80.

Cervantes and the Golden Age dramatists. Prerequisite: Any 300 course.

405G. LITERATURE OF THE 20TH CENTURY. (3) Spring. Alternates with 406; offered 1979-80.

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.

406G. 19TH AND 20TH CENTURY SPANISH DRAMA AND POETRY. (3) Spring.
Alternates with 405; offered 1980-81.

A study of representative writers of the period. Prerequisite: Any 300 course.

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

Individual study for qualified seniors majoring in Spanish. Prerequisite: Consent of the instructor and the department chairman.

525. REGIONAL LANGUAGE AND CULTURE. (3) Offered in the summer, upon sufficient demand, in a Spanish-speaking country.

Graduate course offered in conjunction with 325. Prerequisite: Consent of the instructor and department chairman.

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

Individual study for qualified graduate students. Prerequisite: Consent of the instructor and department chairman.

DEPARTMENT OF MUSIC

PROFESSORS:

Erle T. Moore, Ed.D.

Chairman

Kenneth Davis, Jr., D.Mus.

William W. Hollaway, Ph.D.

ASSOCIATE PROFESSORS:

George Edward Baggett, D.M.E.

Clifton L. Ganus III, D.M.A.

ASSISTANT PROFESSORS:

Travis Allen Cox, M.M., M.L.S.

Jeffrey T. Hopper, M.M.

Ann R. Sewell, M.A.

INSTRUCTOR:

Mona S. Moore, B.A.

ASSOCIATE INSTRUCTORS:

Martha Campbell, B.M.E.

Stephen L. Campbell, B.M.

The Department of Music is organized to prepare students to teach music, to train qualified students for a career of musical performance, and to provide for all students the cultural enrichment afforded through the study of music. The areas of concentration are music, music education, piano, viola, violin, and voice.

Piano Proficiency Barrier: All music majors must pass the departmental piano proficiency barrier prior to graduation.

Transfer Placement Examinations: All music majors transferring to Harding must take the departmental theory placement examination prior to registration in the department.

The music major who begins study at Harding will be reviewed after three semesters by the entire music faculty to determine whether he may continue as a music major. The transfer music major will be reviewed at the discretion of the music faculty no later than the end of his second semester at Harding.

Major in Music: 44 hours in music, including 111-112, 113-114, 131-137, 205, 251-252, 253-254, 255-256, 331 or 332, 335, 431-432, and 10 hours of applied music to be determined by the chairman of the department. A minor is required.

Major in Music Education with emphasis on Vocal-Choral: 52 hours in music, including 111-112, 113-114, 205, 251-252, 253-254, 255-256, 261, 331, 335, 336, 403, 426, 431-432, and at least 6 hours of voice and 4 hours of piano. Participation in an instrumental or choral ensemble for six semesters is required. In addition, Education 203, 307, 320, 336, 417, 450, 461, Health Education 203, History 101, Political Science 205, and Sociology 203 are required. A minor is not required.

Major in Music Education with emphasis on Instrumental: 50 hours in music, including 111-112, 113-114, 211-212, 251-252,

253-254, 255-256, 332, 335, 403, 426, 431-432, 461-462, 4 hours of piano, and at least 6 hours of private instrument. Participation in an instrumental or choral ensemble for six semesters is required. In addition, Education 203, 307, 320, 336, 417, 450, 461, Health Education 203, History 101, Political Science 205, and Sociology 203 are required. A minor is not required.

Major in Piano: 51 hours in music, including 111-112, 113-114, 205, 251-252, 253-254, 255-256, 335, 431-432, 2 hours of Piano 331, 4 hours of private or class voice, and 16 hours of private piano. A solo piano recital satisfactory to the music faculty must be given during the senior year. A minor is not required.

Major in Violin or Viola: 54 hours in music, including 111-112, 113-114, 251-252, 253-254, 255-256, 332, 335, 336, 431-432, 2 hours of 136; at least 2 hours of piano plus passing the piano proficiency barrier test; 16 hours in major instrument; and 4 hours of private or class instruction in string instrument other than the major. A major instrument half recital during the junior year and a full recital during the senior year must be given. A minor is required.

Major in Voice: 55 hours in music, including 111-112, 113-114, 251-252, 253-254, 255-256, 261, 331, 335, 431-432, 8 hours of piano and 16 hours of private voice. In addition, at least one semester each of French and German is required. A voice recital satisfactory to the music faculty must be given during the senior year. A minor is required.

Minor in Music: 18 hours in music, including 6 hours of upper-level work selected with approval of department chairman.

101. MUSIC APPRECIATION. (2) Fall, Spring.

A study of representative works of the world's great composers, with attention given to the correlative developments in other art areas.

111-112. THEORY I. (3, 3) Fall, Spring.

Part writing, harmonization and harmonic analysis based upon the diatonic harmonies of major and minor keys. Prerequisite: 117 or consent of the instructor. Co-requisite: 113-114.

113-114. EAR TRAINING. (1, 1) Fall, Spring.

Ear training, music reading, keyboard harmony and dictation based upon the diatonic harmonies of major and minor keys. Prerequisite: 117 or consent of the instructor. Co-requisite: 111-112.

116. MUSIC IN THE ELEMENTARY SCHOOL. (3) Fall, Spring.

Techniques and materials for music instruction in grades one through eight.

117. FUNDAMENTALS OF MUSIC AND SONG LEADING. (2) Spring.

Elementary music theory, including notation, scale construction, rhythmic organization, practice in music reading and song leading. Does not count toward the major.

131-138. PARTICIPATION IN MUSIC ORGANIZATION.

Participation in one of the several music organizations. Open to majors and non-majors, but no more than two hours credit by such participation, whether by participating in two organizations during a given semester or one organization for two semesters, will apply toward the minimum 128 required for graduation. Prerequisite: Consent of the director of the organization involved.

131. CHORALE. (1) Fall, Spring.

132. A CAPPELLA CHORUS. (1) Fall, Spring.

133. BAND. (1) Fall, Spring.

134. BELLES AND BEAUX. (1) Fall, Spring.

135. CHAMBER SINGERS. (1) Fall, Spring.

136. STRING ENSEMBLE. (1) Fall, Spring.

137. CAMPUS SINGERS. (1) Fall, Spring.

138. ORCHESTRA. (1) Fall, Spring.

205. ITALIAN, FRENCH, AND GERMAN DICTION. (3) Spring.

The study of songs of the Italian, French, and German repertoire for the purpose of acquiring a familiarity with the pronunciation and a working knowledge of syntax and grammar. Six weeks will be devoted to each language.

211-212. INSTRUMENTAL INSTRUCTION. (2, 2) Fall, Spring.

Class instruction in the playing of band/orchestral instruments including two woodwinds and two brasses. Instrument rental: \$10 each semester.

251-252. THEORY II. (3, 3) Fall, Spring.

Part writing, harmonization, analysis, modulation, involving chromatic alteration. Prerequisite: 112, Co-requisite: 253-254.

253-254. ADVANCED EAR TRAINING. (1, 1) Fall, Spring.

Music reading, dictation, analysis involving chromatic harmonies. Prerequisite: 114. Co-requisite: 251-252.

255-256. MUSIC LITERATURE. (1, 1) Fall, Spring.

Study and acquaintance with a wide range of musical literature of all principal periods. One class meeting and one supervised laboratory per week. Required of all music majors. Non-music majors accepted only with permission of the instructor.

331. CHORAL CONDUCTING. (3) Fall.

Choral conducting techniques, rehearsal procedures, musical interpretation, repertoire, program building and voice classification. Emphasis on the problems of high school choruses. Prerequisite: 251-252 or 111-112 and consent of instructor.

332. INSTRUMENTAL CONDUCTING. (2) Offered on sufficient demand.

Preparation for the conducting of the high school band. Includes baton technique and rehearsal procedures.

335. FORM ANALYSIS. (2) Fall.

The structural principles of music, the elements of form and the forms used are studied through analysis and listening.

336. ORCHESTRATION-CHORAL ARRANGING. (2) Spring.

Scoring and arranging for orchestral ensembles; arranging for two, three, four, and five part choral groups. Prerequisite: 251.

403. ELEMENTARY MUSIC METHODS. (3) Fall, Spring.

Techniques and materials for music instruction in grades one through eight. Registration restricted to music majors.

426. SECONDARY MUSIC METHODS. (3) Fall.

Organization and objectives of music education programs, methods of instruction and the directing of choral organization in high school. Registration restricted to music majors. Same as Education 426.

431G-432G. HISTORY OF MUSIC. (3, 3) Fall, Spring.

The development of Western music from its beginnings in the Greek and Jewish cultures to its manifestations in the present century.

450G. INDEPENDENT STUDY. (1-3) Offered on demand.

Independent study on selected topics in music for music majors who are planning to do graduate study. Prerequisite: Consent of the instructor and department chairman.

461-462. INSTRUMENTATION. (1, 1) Fall, Spring. Offered on sufficient demand.

Scoring and arranging for instrumental ensembles with emphasis on the concert band.

502. SPECIAL PROBLEMS IN MUSIC EDUCATION. (3) Offered on sufficient demand.

Problems of musical interest to the qualified student which lie outside the normal curriculum and which are deemed particularly applicable to his individual aims. Qualified graduate students may take three times in different areas upon written recommendation of department chairman. Prerequisite: Consent of department chairman and instructor.

505. SEMINAR: ADVANCED CHORAL METHODS AND MATERIALS. (3) Offered on sufficient demand.

Examination of beliefs and practices of some of the country's leading choral conductors. Analysis and conducting of some of the larger choral works. Extensive compilation of choral materials of all types. Prerequisite: Consent of department chairman and instructor.

APPLIED MUSIC**Private Instruction**

Private instruction is offered in piano, viola, violin, voice, brass, woodwind, and percussion instruments. In each, the student's level of ability is determined and an individual program of study is followed, seeking to help each student to attain the maximum musical development within his capability.

In private study, one 30-minute lesson per week plus one hour of practice per day counts for one semester hour of credit. The normal number of lessons per week in any one subject 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 due to a reason which would excuse him from a class absence.

In addition to the regular lessons and practice periods, all applied music students will be required to attend departmental recitals to be held periodically throughout the year.

Course names shall be assigned according to the type of private instruction being taken (Clarinet, Percussion, Piano, Trumpet, Viola, Violin, Voice, etc.). Course numbers will be assigned according to the number of semesters during which credit has been earned in any one subject according to the following schedule:

101. PRIVATE LESSONS. (1 or 2) Fall, Spring.
May be taken four semesters.

301. ADVANCED PRIVATE LESSONS. (1 or 2) Fall, Spring.
May be taken four or more semesters. Prerequisite: Student must have taken 101 four semesters in a given instrument prior to enrolling in 301 in that instrument.

Class Instruction

PIANO 331. PIANO ACCOMPANYING CLASS. (1) Offered on sufficient demand.
Study of the demands and problems of ensemble playing and accompanying. Emphasis on study of scores, and supervised laboratory experiences. May be taken two times for credit. Prerequisite: Consent of the instructor.

VOICE 105, 106. CLASS VOICE. (1, 1) Fall, Spring.
Instruction similar to private lessons given to small groups. Music majors and/or minors will be in separate class from the general student desiring voice lessons. Special fee: \$50 for majors/minors; \$40 for others.

VOICE 261. VOCAL METHODS. (2) Offered on sufficient demand.
Study of basic approaches to the processes of voice production, including respiration, phonation, resonance, and articulation from the psychological, physiological, and acoustical standpoints. Practice in analyzing vocal problems and in seeking their solution. Prerequisite: At least two semesters of private voice.

**DEPARTMENT OF
PHYSICAL EDUCATION,
HEALTH, AND
RECREATION**

PROFESSOR:
Harry D. Olree, Ed.D.
Chairman

ASSOCIATE PROFESSORS:
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.A.
Jerry D. Mote, M.A.T.
Clifford John Prock, M.T.

ASSISTANT PROFESSORS:
Barbara G. Barnes, M.A.T.
John Boustead, M.Ed.
Kathryn R. Campbell, M.A.T.
David T. Elliott, M.A.T.
Richard A. Johnson, M.Ed.
Wilton Y. Martin, Ed.D.
Phil Watkins, M.A.T.

INSTRUCTORS:
#Levester "Butch" Gardner, M.Ed.
#Tom Ed Gooden, M.A.T.
#Ronnie Peacock, M.A.T.

#Appointment effective August 27, 1979.

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, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 212, 214, 215, 221, 222, 225; Rec. 130, 131, 132; and, for physical education majors and minors, 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, includ-

ing Health Education 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, softball, track and field, and baseball (women may substitute speedball for football). 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 Education 202, 203, P.E. 301; Biol. 275, and 6 hours elected from Health Education 409, 410, H. Ec. 331, and Psy. 240. Physical Education majors who minor in Health Education must take all of the preceding courses.

Physical Education

Major: 34 hours, 18 of which must be upper-level hours, including Health Education 203; P.E. 206, 301; four hours elected from P.E. 304, 305, 306, 307, and 308; P.E. 355, 356, 402, 404, 405, 427; and Rec. 320. Biol. 275 is required in addition to the 34 hours in health, physical education and recreation. Any major who desires to certify to teach at the elementary as well as the secondary level must include P.E. 129 and 330 and take Educ. 461 rather than 451.

Minor: 18 hours, 6 of which must be upper-level hours, including Health Education 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 21 hours of physical education properly selected.

Recreation

Minor: 18 hours, 6 of which must be upper-level, including Rec. 320, 325; Soc. 203; and 9 hours elected from Art 212 or 235; Health Ed. 202 or P.E. 402; Music 116; P.E. 129, 215, 250; Rec. 130, 131, 132, 265; and Speech 204 or 206. Courses must be taken from two of the three fields of art, music and speech. Physical Education majors must have 18 hours in addition to the courses required for the major.

HEALTH EDUCATION

202. FIRST AID. (2) Fall, Spring.

Standard Red Cross First Aid course.

203. HEALTH EDUCATION. (3) Fall, Spring.

Consideration of personal, school and community health problems. Required of all prospective teachers.

409x. HISTORY AND PHILOSOPHY OF HEALTH EDUCATION. (3) Fall.

A study of the historical development of health education, its philosophical foundations, underlying principles, and place in the education program.

410x. 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

101x. INTRODUCTION TO PHYSICAL ACTIVITY. (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.

112. BEGINNING AND INTERMEDIATE SWIMMING. (1) Fall, Spring.

Teaches the individual how to adjust himself 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.

115. 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. Fee: \$3.

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. MAT AND TRAMPOLINE TUMBLING. (1) Offered on sufficient demand.

Instruction and practice in the basic skills of mat and trampoline tumbling.

124. GOLF AND BOWLING. (1) Fall, Spring.

Instruction and practice in the skills of golf and bowling. Fee: \$11.

125. SPEEDBALL AND BASKETBALL. (1) Fall, Spring.

Instruction and practice in the basic skills of speedball and basketball.

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 in the basic skills of gymnastics.

128. HANDBALL AND WEIGHT TRAINING. (1) Fall, Spring.

Instruction and practice in the basic skills of handball and weight training.

129. FUNDAMENTALS OF MOVEMENT AND RHYTHM. (1) Fall.

Principles and practices of body movement and response to rhythm. Required of those students certifying to teach physical education in the elementary school.

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.

212. ADVANCED SWIMMING. (1) Fall, Spring.

Instruction and practice in advanced swimming techniques with emphasis on building strength, endurance, and skills necessary to qualify for admission to the senior lifesaving course. Prerequisite: 112 or the ability to pass an intermediate swimming test. Fee: \$2.

214. LIFESAVING CERTIFICATION. (1) Fall, Spring.

Upon successful completion of this course the student will be awarded the American Red Cross Senior Lifesaving Certificate. Prerequisite: 212 or consent of the instructor. Fee: \$2.

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 senior lifesaving certificates. American Red Cross WSI Cards will be issued to those satisfactorily completing the course.

- 221. ADVANCED VOLLEYBALL.** (1) Spring.
Instruction and practice in the advanced skills and techniques of volleyball. Prerequisite: 121 or the ability to pass an intermediate volleyball test.
- 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.
- 225. ADVANCED BOWLING.** (1) Fall, Spring.
Instruction and practice in the advanced skills and techniques of bowling. Prerequisite: 124 or the ability to pass an intermediate bowling test. Fee: \$20.
- 250x. SPORTS OFFICIATING.** (2) Fall.
A study of the principles and techniques of officiating competitive sports.
- 301G. 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.
- 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 1980-81.
A study of the theory and techniques of coaching and officiating softball and volleyball.
- 330G. 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. Fee: \$3.
- 355. THEORY & TECHNIQUES OF TEACHING SPORT SKILLS I.** (3) Fall.
Theory and techniques of teaching golf, gymnastics, aerobics, and soccer, and 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: \$6.
- 356. THEORY & TECHNIQUES OF TEACHING SPORT SKILLS II.** (3) Spring.
Theory and techniques of teaching badminton, volleyball, archery, and tennis, and 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: \$3.
- 402G. 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: \$4.
- 404G. 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.
- 405G. 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.

- 446G. 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. Prerequisite: 301 or consent of instructor.
- 407G. PHYSIOLOGY OF EXERCISE.** (3) Offered on sufficient demand.
Fundamental concepts of human physiology and their application to programs of physical education and sports. Prerequisite: Biology 275 or consent of the instructor.
- 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 class level. Same as Education 427.
- 450. SEMINAR IN PHYSICAL EDUCATION.** (2) Offered on sufficient demand.
Open only to majors in physical education in their senior year.
- 501. DIRECTED READING IN PHYSICAL EDUCATION.** (3) Offered on demand.
Independent study of selected topics to fill any deficiencies or to strengthen the student's background in physical education. Prerequisite: Consent of department chairman.
- 502. DIRECTED READING IN HEALTH EDUCATION AND RECREATION.** (3) Offered on demand.
Independent study of selected topics to fill any deficiencies or to strengthen the student's background in health education and recreation. Prerequisite: Consent of department chairman.
- 503. RESEARCH METHODS IN PHYSICAL EDUCATION, HEALTH EDUCATION, AND RECREATION.** (3) Offered on sufficient demand.
The application of research methods and techniques to problems in physical education, health education, and recreation. Prerequisite: Consent of department chairman.
- 504. RESEARCH.** (1-6) Offered on demand.
Supervised research in health, physical education or recreation. A research paper will be required. The study must be approved by the chairman of the department and the staff member who will supervise the research. Prerequisite: 503 and consent of department chairman.

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: \$20.
- 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. Student must furnish his own equipment.
- 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.
- 265. CAMP LEADERSHIP.** (2) Spring.
Study of and participation in camp organization, camp promotion, campfire programs, nature observation, camp athletics, hiking, and outdoor cooking. Fee: \$7.
- 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.

325x. RECREATIONAL SPORTS AND ACTIVITIES. (3) Spring.

Deals with aims and objectives, organization, administration of competitive and non-competitive activities and games for all ages, schedule making, scoring plans, rules and regulations, publicity, and public relations.

DEPARTMENT OF PHYSICAL SCIENCE

PROFESSORS:

William D. Williams, Ph.D.

Chairman

Don England, Ph.D.

James E. Mackey, Ph.D.

Joseph E. Pryor, Ph.D.

ASSOCIATE PROFESSORS:

Maurice L. Lawson, M.S.

Carroll W. Smith, Ph.D.

Edmond W. Wilson, Jr., Ph.D.

ASSISTANT PROFESSOR:

Clifford E. Sharp, M.S.T.

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 pre-professional 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 \$20 (returnable less breakage) is required in each course that has a laboratory. For the general science degree programs see page 106.

Chemistry

Major in Biochemistry: 71 hours in chemistry, biology, mathematics, and physics, including Chemistry 111, 112, 261, 262, 301, 302, 310, 324, 325, 326, 411, 412; Biology 111, 115, 420; Physics 211, 212; Physical Science 410; and Mathematics 171 (or 151, 152), 201, 251. German 105-106 is also required. Biology 405, Chemistry 312, Computing 215, and Mathematics 252 are recommended. Premedical and pre dental students will need to take Biology 251 and 263 prior to taking their respective admissions tests. A minor is not required.

Major in Chemistry: 35 hours of chemistry, including 111-112, 261, 301-302, 310, 411-412, and 6 additional upper-level hours. The following supporting courses or equivalents must be completed: Physics 211-212, Computing 215, Mathematics 251, Physical Science 410, and additional science, computing and/or mathematics to total 69 hours in this area. Participation in a departmental seminar, Chemistry 310, with a passing grade is required of all junior and senior majors. In addition, German 105-106 is also required. Chemistry 312, Mathematics 252, 351, and Physics 301 are recommended. A minor is not required.

Minor: 18 hours of chemistry, including 6 advanced hours.

Physics

Major: 34 hours of physics, including 211-212, 301, 310, 411-412, 421, and at least 2 hours of intermediate and/or advanced laboratory. The remaining hours may be selected from any of the following courses: Physics 305, 311, 321, 441, 444, or 450; Mathematics 313, 323, or 432; and Chemistry 411-412. The following supporting courses or equivalents must be completed: Chemistry 111-112; Computing 215; Mathematics 252 and 351; Physical Science 410; and additional science, computing, and/or mathematics to total 69 hours in this area. Credit in German 105-106, French 101-102, or the equivalent proficiency is required. A double major in physics and mathematics is highly recommended. A minor is not required.

Cooperative Major: A major in physics is also offered in cooperation with the University of Arkansas. The student will normally enroll at the University of Arkansas for his senior year. A 3-2 program is offered in cooperation with Georgia Institute of Technology.

Minor: 18 hours in physics including 6 hours of upper-level credit.

CHEMISTRY**111-112. GENERAL CHEMISTRY.** (4, 4) Fall, Spring.

The fundamental principles and facts of inorganic chemistry including the basic laws and theories, atomic structure, the periodic table, bonding, nomenclature, solutions, reactions, and elementary calculations. 112 includes a systematic survey of the more common elements and qualitative analysis. A simple four-function hand calculator is required. Three class periods and three hours laboratory per week. Prerequisites: Two years of high school algebra or Math 205 and, for freshmen, minimum scores of 16 on both the English and the mathematics sections of the ACT test. 105

115. GENERAL CHEMISTRY. (4) Spring.

Continuation of 111 designed for students majoring in home economics, agriculture, nursing, physical education, and biology. A basic introduction to the nomenclature, classification, preparation, uses, and characteristic reactions of aliphatic and aromatic compounds of carbon with special emphasis being placed on applying chemistry to biological systems. Does not count toward a major in chemistry. Three class periods and three hours laboratory per week. Credit in both 112 and 115 will not be granted. Prerequisite: 111 or equivalent.

261. ANALYTICAL CHEMISTRY I. (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: 112 or 115 with a minimum grade of "C."

262. ANALYTICAL CHEMISTRY II. (4) Spring. Alternate years; offered 1979-80.

Continuation of 261 emphasizing instrumental analysis. Two class periods and six hours laboratory per week. Prerequisite: 261.

271. ORGANIC CHEMISTRY PRINCIPLES. (4) Fall, Summer.

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. Three class periods and four hours of laboratory per week. Prerequisite: 112 or 115. 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: 112 or 115.

310. CHEMICAL COMMUNICATIONS. (1) Fall and 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. Prerequisite: 12 hours of chemistry.

312. ADVANCED INORGANIC CHEMISTRY. (3) Spring. Alternate years; offered 1980-81.

Advanced topics in inorganic chemistry including atomic structure, periodic system, chemical bonding, coordination chemistry and radio-activity. Three class periods per week. Prerequisite: 112, Physics 202 or equivalent.

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. (1) Spring.

A laboratory designed to study physiology and biochemistry at the cellular level. Same as Biology 421. Prerequisite: Enrollment or credit in 324.

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: 302 or 324.

405G. RESEARCH TECHNIQUES. (1 or 2) Fall, Spring.

An introduction to research methodology and techniques. Inorganic, organic, analytical, 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. Prerequisite: Junior standing and consent of faculty member who will advise.

411G-412G. PHYSICAL CHEMISTRY. (4, 4) Fall, Spring.

Fundamental principles of physical chemistry including states of matter, properties of solutions, thermodynamics, equilibria and phase diagrams, chemical kinetics, conductance and electromotive force. Three class periods and four hours laboratory per week. Prerequisites: 261 or consent of the instructor, Physics 211-212 and Mathematics 251.

PHYSICAL SCIENCE**101. EARTH SCIENCE.** (2) Fall, Spring.

An introduction to the philosophy and methodology of science. Some basic concept of astronomy, geology, meteorology, and conservation of natural resources.

102. PHYSICAL SCIENCE. (2) Fall, Spring.

Some basic concepts of chemistry and physics.

212. FUNDAMENTALS OF GEOGRAPHY. (3) Fall, Spring.

Same as Geography 212.

410x. 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 junior and senior B.S. science and mathematics majors and to junior and 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. Prerequisite: Junior or senior B.S. science or mathematics major and/or consent of instructor.

PHYSICS**201-202. GENERAL PHYSICS.** (4, 4) Fall, Spring.

Beginning physics course primarily for pre-professional 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: Mathematics 152 or equivalent. Credit in both 201-202 and 211-212 will not be granted.

211-212. COLLEGE PHYSICS. (4, 4) Fall, Spring.

Beginning physics course for physical science and mathematics majors and pre-engineers. 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 Mathematics 251 and a grade of "C" in Mathematics 201. Credit in both 201-202 and 211-212 will not be granted.

301. MODERN PHYSICS. (3) 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. Prerequisites: 201-202 or 211-212 and Mathematics 251.

305. ELECTRONICS. (2) Fall, Spring.

A course designed to provide a working knowledge of basic electronic devices. The design, construction, and testing of some of these circuits will be treated in the laboratory. Students taking this course must have satisfactorily completed 201-202, 211-212, or the equivalent. At least five hours laboratory per week. Prerequisite: Consent of the instructor.

310. PHYSICAL SCIENCE SEMINAR. (1) Fall and Spring.

Interdepartmental physics and chemistry seminar in which each senior major will prepare and deliver at least one 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 Mathematics 252. The latter may be taken concurrently.

321. THERMODYNAMICS AND STATISTICAL MECHANICS. (3) Fall. Alternate years; offered 1980-81.

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 Mathematics 252 or 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. Prerequisite: 211-212 and enrollment or credit in some course beyond general physics, or consent of the instructor.

411G-412G. ELECTROMAGNETIC THEORY. (3, 3) Fall, Spring. Alternate years; offered 1979-80.

The properties of electric and magnetic fields, electrostatics, and Maxwell's equations. Both semesters must be taken. Three hours lecture per week. Pre- or co-requisite: Mathematics 351.

415G. 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.

421G. ANALYTICAL MECHANICS. (3) Spring. Alternate years; offered 1980-81.
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 Mathematics 351.

441G. MATHEMATICAL PHYSICS. (3) Offered on sufficient demand.
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: Mathematics 351.

444G. SELECTED TOPICS. (3) Offered on sufficient demand.
Study of certain advanced physics topics. Class meetings will be arranged by the instructor. Prerequisite: Consent of the instructor.

450G. INDEPENDENT STUDY. (1-3) Offered on demand.
Directed readings and/or research for qualified senior physics majors. Prerequisite: Consent of the appropriate member of physics faculty.

DEPARTMENT OF PSYCHOLOGY

PROFESSOR:

Walter L. Porter, Ph.D.

ASSOCIATE PROFESSOR:

Jack D. Thomas, Ph.D.

Chairman

ASSISTANT PROFESSORS:

*Robert McKelvain, M.A.

*Lewis L. Moore, M.A.T.

INSTRUCTOR:

Dwight Ireland, M.A.

COUNSELOR:

A. Robert Brown, M.D.

*On leave of absence 1978-79.

The Department of Psychology has been designed to achieve the following objectives:

1. To provide a basic education in the science of psychology.
2. To assist the student in promoting his skills in human relations.
3. To prepare students for advanced study leading to a professional career in psychology and/or counseling.
4. To relate and integrate the psychological truths found in the Word of God with the knowledge of modern psychological science in order to promote a more complete understanding of human nature.

Major in Psychology: 36 hours in psychology, including 201, 325, 380, 382, 385, 400, 409, 412, and 438. Students preparing for graduate study in psychology should also take 315, 375, and 425. In addition, Mathematics 105 or a more advanced course is also required.

Major in Psychology (for those certifying to teach psychology as a teaching field): 36 hours in approved psychology courses, 18 of which must be upper-level hours, including 201, 240, 307, 315, 380, 382, 438. In addition, certification in a second teaching field, including supervised teaching, is required.

Those students who plan to do graduate study in psychology are strongly encouraged to elect Biology 275, 276 and Computing 215 in their undergraduate program.

Minor in Psychology: 18 hours in psychology, including 201 and 6 hours of upper-level work.

Minor in Psychology (for Bible majors): 201, 240, 380, 382, 385, 412.

201. GENERAL PSYCHOLOGY.

(3) Fall, Spring.
The fundamentals of human adjustment with special reference to such topics as scope and methods of psychology, growth and development, individual differences and their measurement, the dynamics of behavior, frustration and conflict, personality, learning, remembering and forgetting, thinking and problem solving, and applied psychology. Not open to first-semester freshmen.

240. DEVELOPMENTAL PSYCHOLOGY.

(3) 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.

303. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.

(3) Fall, Spring.
Same as Education 303. Prerequisite: 240 or Educ. 203.

307. EDUCATIONAL PSYCHOLOGY.

(3) Fall, Spring.
Same as Education 307. Prerequisite: 201 or Educ. 203.

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 three hours laboratory per week. Prerequisite: 201 or consent of instructor. Fee: \$10.

325G. 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. Prerequisite: 201 and Mathematics 105 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.

376x. EXPERIMENTAL PSYCHOLOGY SEMINAR.

(3) Offered on demand.
Supervised study in conducting psychological research, including experience in the review of research literature, design, data gathering and analysis, and report writing. Emphasis will be on preparing students for graduate-level research. Prerequisite: 375 and consent of instructor.

380G. PSYCHOLOGY OF PERSONALITY.

(3) Fall.
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.

382G. 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 Education 203.

385G. COUNSELING.

(3) Fall.
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 each student develop his own theory and techniques. Prerequisites: Junior standing, 380, and 382.

400G. 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. Two class periods and two hours laboratory per week. Prerequisites: 201 and 325, or consent of instructor. Fee: \$10.

408G. SOCIAL PSYCHOLOGY. (3) Spring.

Psychology of the individual in the group situation; the social environment as a source of psychological stimulation. Consideration of such topics as crowd and mob behavior, leadership, personality, prejudice. Prerequisite: 201. Soc. 203 is recommended.

409Gx. EXPERIMENTAL SOCIAL PSYCHOLOGY. (3) Spring.

Introduction to research methods and current studies in psychology that pertain specifically to the social sciences. Specific experiments will be studied in depth as they apply to current trends and issues in social psychology. Prerequisite: 375.

412Gx. TECHNIQUES OF COUNSELING. (3) Spring.

Methods of gathering, analyzing, and interpreting case data in counseling. The analysis of dynamics of counselor-counselee relationship. Interviewing techniques. Use of test results in counseling. Prerequisite: 385.

425G. HISTORY AND SYSTEMS. (3) Fall.

A study of the historical and philosophical development 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.

438G. 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. Two class periods and two hours laboratory per week. Prerequisite: 201 or consent of instructor.

440Gx. 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. Prerequisite: 12 hours in psychology and consent of the department chairman.

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

Individual study or research for qualified senior majors in psychology. Prerequisite: Consent of department chairman and instructor.

503. PSYCHOLOGY OF EXCEPTIONAL CHILDREN. (3) Fall, Spring.

Same as Education 503. Not open to those who have earned credit in 303. Prerequisite: 12 hours of psychology.

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

Independent study or research in psychology for qualified graduate students. Prerequisite: 12 hours of psychology and approval of department chairman.

DEPARTMENT OF SOCIOLOGY AND SOCIAL SERVICES

PROFESSOR:

Billy D. Verkler, Ph.D.

Chairman

ASSISTANT PROFESSORS:

Bernadine Egly, M.S.S.W.

Charles M. Joiner, M.S.S.W.

#Mary Shock, M.S.S.W.

Van Tate, Ph.D.

#Appointment effective August 27, 1979.

The Department of Sociology and Social Services seeks to achieve the following 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 and social work.
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.

The undergraduate major in Social Work is accredited by the Council on Social Work Education, the national professional accrediting agency for social work.

BACHELOR OF ARTS DEGREE

Minor in Anthropology: 18 hours of anthropology, including 250 and 6 hours of upper-level work.

Major in Applied Sociology: 54 hours in approved courses, including the basic 22-hour core of Anthro. 250; Soc. 203, 325, 330, 408, 430, 440, 450 (1 hour minimum), with the additional 32 hours dependent upon vocational goals. Math. 105, or a more advanced course, is also required. For a research emphasis, Comp. 215, 261; Eng. 281; Journ. 301, 392; Math. 151; Soc. 400 and 10 elective hours in the department are required. For a corrections emphasis, Psy. 380, 382, 385; Soc. 342, 350, 355, 400 and 11 elective hours in the department are required. For an administration and planning emphasis, Eng. 281; Geog. 212; Journ. 392; Mgt. 332, Pol. Sci. 324; Soc. 350, 355 and 11 elective hours in the department are required. A minor is not required.

Major in Sociology: 33 hours in approved courses, including 203, 325, 330, 408, 430, 440, 450; and Anthropology 250. Mathematics 105, or a more advanced course, is also required. Six hours of a foreign language are highly recommended. A minor is required.

Minor in Sociology: 18 hours, including 203 and 6 hours of upper-level work.

BACHELOR OF SCIENCE DEGREE

Major in Social Work: 66 hours of anthropology, psychology, social work, and sociology, including Anthropology 250, 381; Psychology 201, 382; Social Work 275, 300, 330, 350, 351, 352, 412, 450 (for 9 hours), 451; and Sociology 203, 305, 325, 350, 405, 408, 410. Mathematics 105, or a more advanced course, is required. A minor is not required.

ANTHROPOLOGY

250. ANTHROPOLOGY. (3) Fall.

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.

315. LATIN AMERICAN CIVILIZATION. (3) Fall. Alternate years; offered 1980-81. Same as Spanish 315.**320. ETHNOLOGY.** (3) Spring. Alternate years; offered 1980-81.

Study of a variety of world cultures with emphasis placed upon kinship, political and economic systems, religion, value systems, and social change.

381. CULTURE AND PERSONALITY. (3) Fall.

The impact of culture on the development of individual personality. A survey of different theories of personality and their contribution toward understanding human behavior. Relation of theory to research and applications. Prerequisite: Soc. 203 and/or Psy. 201.

401. APPLIED ANTHROPOLOGY. (3) Spring. Alternate years; offered 1979-80.

Practical application of the understanding of man. How to identify and communicate with other people within and across culture. Important for anyone who will be communicating with others, especially in foreign cultures and subcultures within American culture. Prerequisite: 250 or consent of instructor.

440. HISTORY OF SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. (3) Spring.

Same as Sociology 440G. Prerequisites: 15 hours of sociology and/or anthropology, including Soc. 203 and Anthro. 250; and, for juniors, permission of the instructor.

SOCIAL WORK

275. INTRODUCTION TO SOCIAL WORK. (3) Spring.

Introduction to social work practice, values and professional orientation. Study of skills required of professional social workers in various kinds of agencies. Field observation of social work agencies. Prerequisites: Psy. 201 and Soc. 203.

300x. SOCIAL WELFARE POLICY. (3) Fall.

Examination of basic social welfare policies and their relation to current social work practice. Consideration of both legislative and agency processes of policy formulation. Special attention is given to Social Security guidelines. Student experience in formulating and interpreting policy guidelines. Prerequisite: 275.

330. RESEARCH METHODS. (3) Spring.

Same as Sociology 330. Prerequisites: Sociology 203 and 325.

350x-351x. SOCIAL WORK METHODS I & II. (3, 3) Fall, Spring.

Developing knowledge and skill in problem identification, strategy selection, and implementation of varied intervention approaches with individuals/groups, and the larger community. Developing communication skills (verbal and non-verbal), including practice in expository writing and in oral expression of ideas, and use of effective counseling techniques. Prerequisite: 275.

352x. SOCIAL WORK METHODS III. (3) Fall.

Current social issues in social work practice, including minorities, women's issues, etc. Effective methods of dealing with such issues. Prerequisite: 351.

400. GROUP PROCESSES. (3) Spring.

Organization of groups and development of leadership; group modification of individual conduct, group work and research.

401x. PRINCIPLES OF CASEWORK WITH CHILDREN. (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.

412x. COMMUNITY PRACTICUM. (3) Fall.

A combination of seminar and extended community contact with service agencies designed to expose the student to practice in an agency setting. Teams of students will carry out project assignments under the joint supervision of the department and the community agency. Prerequisite: 351 and Sociology 305.

450. FIELD PLACEMENT. (3-9) Offered on demand.

Individual study or research on selected topics in social work. Will include supervised field work. Prerequisite: 351. Open only to senior majors in social work.

451. SOCIAL WORK SEMINAR. (3) Offered on demand.

Review of latest developments in social work; analysis of problems encountered in field placement; development of self-awareness and techniques of interviewing. Co-requisite: 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 multi-ethnic society.

301. COURTSHIP AND MARRIAGE ADJUSTMENT. (3) Fall, Spring.

Study of role relationships and interpersonal behavior in courtship and marriage. Emphasis on practical application of basic facts and different perspectives on the family to assist in establishing guidance for behavior.

305. THE AMERICAN COMMUNITY. (3) Spring.

A study of the organization and structure of the American community. Emphasis is given to the various elements of community living and the function of the community. Prerequisite: 203.

325. STATISTICS. (3) Fall.

Introduction to measurements and statistical techniques as used in sociology and social work. Includes a review of basic mathematical processes. Development of skill in the use of these processes and techniques in scientific analysis of social situations. Two class periods and two hours laboratory per week. Prerequisite: Mathematics 105 or a more advanced course in mathematics.

330. RESEARCH METHODS. (3) Spring.

Introduction to the major steps of scientific inquiry into social relations. Emphasis will be placed on survey design and analysis. Prerequisite: 203 and 325.

342. CRIME AND DELINQUENCY. (3) Spring.

A study of crime and juvenile delinquency emphasizing causes, law enforcement, and treatment. Prerequisite: 203.

345. INTRODUCTION TO GERONTOLOGY. (3) Fall. Alternate years; offered 1979-80.

Role of the aged in American society; impact of social change and special problems of the elderly.

350x. 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. COLLECTIVE BEHAVIOR. (3) Offered on sufficient demand.

The factors which influence public opinion, how public opinion affects policy-making and execution, the problem of measurement and the media, techniques, and content of propaganda.

400G. GROUP PROCESSES. (3) Spring.

Same as Social Work 400.

405G. CONTEMPORARY SOCIAL PROBLEMS. (3) Fall.

Our present social system, the organization into communities, states and races. The fundamental problems which affect these social organizations. Prerequisite: 203.

408G. CONTEMPORARY SOCIAL PROBLEMS. (3) Fall.

Same as Psychology 408G. Prerequisite: Psychology 201. Sociology 203 is recommended.

410G. MINORITY GROUPS. (3) Spring.

The identity, goals, and organizations of minority groups; race relations as a social problem. Prerequisite: 203.

430Gx. URBAN DEVELOPMENT. (3) Fall. Alternate years; offered 1980-81.

Theory of urban development; the growth of cities in modern times; social characteristics of fringe and suburban areas. Urban problems and the social processes underlying change. Prerequisite: 203.

440G. HISTORY OF SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. (3) Spring.

Major theoretical contributions to sociology, social psychology, and anthropology. A study of the historical development and theoretical interrelationships of the three fields. Prerequisite: 15 hours of sociology, including 203 and 250; and, for juniors, permission of the instructor.

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

Individual study or research for senior majors in sociology and social work. Prerequisite: 203 and consent of the instructor and chairman of the department.

451x. 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. Prerequisite: 203 and consent of the department chairman.

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

Individual study or research in sociology for qualified graduate students. Prerequisite: 12 hours of sociology and approval of the department chairman.

DEPARTMENT OF SPEECH**PROFESSORS:**

Evan Ulrey, Ph.D.

Chairman

John H. Ryan, Ph.D.

Richard W. Walker, Ph.D.

ASSISTANT PROFESSORS:

Billy G. Brant, M.A.

Morris Ray Ellis, M.A.

Patrick Garner, Ph.D.

#Daniel C. Tullos, M.C.D.

INSTRUCTORS:

Linda Davis, M.C.D.

Patrecia G. Brandt, M.Ed.

Charles L. Parker, M.A.

#Appointment effective August 27, 1979.

The Department of Speech has the following objectives: to establish an academic basis for understanding the role of communication in society, to improve the communicative skills and attitudes of all students, to develop specialized abilities in public speaking, dramatics, oral reading, mass communications, and speech therapy, and to prepare teachers of speech.

Major in Speech: 33 hours of speech including 204, 210, 211, 250, 251 or 280, 255, 260 or 275, 265, 405, and 410. Speech majors

must earn credit in at least four semesters of co-curricular activity courses numbered 131, 141, 151, 161, 270, and 300. Credit must be earned in at least two areas. Students should enroll in only one laboratory course per semester except by permission from the department chairman.

Recommended major for secondary school teachers: 36 hours of speech including 204, 206, 210, 211, 250, 251 or 280, 255, 260 or 275, 310, 405, 410, and four semesters of co-curricular activity courses in at least two areas. Education 430 is also required.

Minor in Speech: 18 hours including 210, 211, 204 or 255, 250 or 405, 260 or 275, and 265. Those certifying to teach speech in high school must complete a minimum of 24 hours of speech, properly selected.

Minor in Speech (for Bible majors): 18 hours, including 210, 211, 255 or 350, 260 or 275, 265, and 341.

Major in Mass Communications: 64 hours, including Art 249-250; Bus. 315; Journ. 303, 392; Mgt. 368; Psy. 325 or Soc. 325 or Bus. 255, Soc. 203 and either 305, 355, 405, or 410; Speech 141 (2 hours), 211, 251, 255, 260 or 265 or 275, 280, 281, 282, 310 or 311, 410, 441 or 442; and 6 additional hours elected from the above-designated fields or from a modern foreign language. Mathematics 105 or a more advanced course must also be completed prior to enrollment in the statistics course. This is the undergraduate major recommended for those who plan graduate study in mass communications. A minor is not required.

Major in Speech Therapy: 58 hours of speech, biology and education, including Speech 211, 250, 252, 300, (2 hours), 400, 401, 402, 405, 406, 407, 420; Biology 111*, 115, 275; Education 203, 307, 336, 407 and 3 additional hours of elected from 303, 409, 414. All general education courses required for teacher certification must be met by **course credit**, including History 101, Health Education 203 and 3 hours of activity courses, 3 hours of mathematics, and Sociology 203. Students majoring in speech therapy must gain admission to the teacher education program and to the supervised clinical experience semester. No minor is required.

*CLEP credit is not acceptable for Biology 111.

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 speech.

121. INTRODUCTION TO ACTING. (2) Fall. Alternates with 310; offered 1980-81.

Lecture-laboratory in acting methods and techniques. Practical application in the drama workshop.

131. DRAMA LABORATORY. (1) Fall, Spring.

Credit may be earned for participation in major productions (three-act plays) on the Harding stage. The course may be taken two times for credit. Prerequisite: Consent of the director.

141. BROADCASTING LABORATORY. (1) Fall, Spring.

Credit may be earned for announcing or staff work on the university radio station. Basic equipment and techniques will be mastered through workshop sessions and regular staff activity. The course may be taken two times for credit. Prerequisite: Consent of the faculty director.

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 LABORATORY. (1) Fall, Spring.

Credit may be earned for adaptation and production of dramatic and non-dramatic literature for public presentation in a readers theatre or lecture recital. The course may be taken two times for credit. Prerequisite: 255 and consent of the director.

204. INTRODUCTION TO EDUCATIONAL THEATRE. (2) Fall. Alternates with 206; offered 1979-80.

Orientation to the theory and practice of theatre arts, including a survey of puppetry, creative dramatics and stage plays. Study in production problems, play selection, direction and personnel management.

206. INTRODUCTION TO THE TECHNICAL THEATRE. (2) Fall. Alternates with 204; offered 1980-81.

Basic theory and practice in six major areas of technical production, including the use of tools and stage equipment in the construction of scenery, properties, lighting, costumes, make-up, and sound.

210. PUBLIC SPEAKING. (2) Fall, Spring.

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

211. VOICE AND ARTICULATION. (2-3) Fall, Spring.

The use of the normal voice, disorders of the voice, identification of articulation and pronunciation problems, including methods of working with voice disorders. Speech therapy majors must enroll for 3 hours credit and will spend 2 additional hours each week dealing with articulation disorders and therapy techniques.

250. INTRODUCTION TO SPEECH THERAPY. (3) Fall.

A survey of common speech, language, and hearing disorders with emphasis on causation and management. A laboratory period is required. Speech therapy majors must also enroll concurrently in 252.

251. BROADCASTING. (3) Fall. Alternates with 281; offered 1980-81.

An introduction to the history, development, structure, and impact of broadcasting in the United States. Intended for all prospective majors and non-majors interested in attaining an educated layman's knowledge.

252x. DIAGNOSTIC PROCEDURES AND EDUCATIONAL PROGRAMMING IN SPEECH THERAPY. (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.

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

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

260x. INTERPERSONAL COMMUNICATIONS. (3) Spring. Alternates with 275; offered 1980-81.

Elements and contexts of interpersonal communication, including self-concept, verbal and non-verbal behavior, conflict, feedback, feelings, and perceptions of others in interpersonal contexts such as small groups and across cultures.

265. ARGUMENTATION AND PERSUASION. (3) Fall.

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.

275. SMALL GROUP AND ORGANIZATIONAL COMMUNICATION. (3) Spring.

Alternates with 260; offered 1979-80. Theories and methods of group problem solving and of organizational communication.

280. INTRODUCTION TO MASS COMMUNICATIONS THEORY. (3) Spring. Alternates with 282; offered 1980-81.

Investigation and analysis of the theories of mass communications systems in the United States. Emphasis on the uses and future of all types of mass media.

281. RADIO AND TELEVISION PROGRAMMING. (3) Fall. Alternates with 251; offered 1979-80.

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.

282. RADIO AND TELEVISION PRODUCTION. (3) Spring. Alternates with 280; offered 1979-80.

The creation of radio and television programs, focusing on writing, directing, acting, effective use of equipment, and applying critical standards of the industry and the public to the creative process. Prerequisite: 251.

300. CLINICAL PRACTICE. (1) Fall, Spring.

Laboratory in speech correction. The course may be taken two times for credit. Prerequisite: 250.

306. CONTEMPORARY DRAMA. (3) Spring. Alternates with 308; offered 1980-81.

Plays for the modern stage. Reading and analysis of plays, including study of possible production approaches to each. Prerequisites: 204 and 206 or consent of the instructor.

308. THEATRE HISTORY. (3) Spring. Alternates with 306; offered 1979-80.

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

310. PLAY DIRECTING. (3) Fall. Alternates with 121; offered 1979-80.

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

311. SCENE DESIGN AND STAGE LIGHTING. (3) Spring. Alternates with 312; offered 1980-81.

A study of form and style in scene design. Requires the execution of perspective sketches, elevation drawings and renderings or models or settings designed for varying styles and periods. Prerequisite: 206 or consent of the instructor.

312. COSTUME AND MAKE-UP. (3) Spring. Alternates with 311; offered 1979-80.

A historical survey of costuming, along with practical projects in design and construction. Principles and application of stage make-up. Three class periods and one hour laboratory per week. Prerequisite: 206.

315G. SPEECH IN THE ELEMENTARY SCHOOL. (3) Fall, Spring.

A study of teacher and student communicative roles with particular attention to speech activities such as dramatics, oral reading, speech improvement, and phonetics.

341. CHRISTIAN COMMUNICATION. (3) Spring.

Classical and modern principles of communication as they relate to the Christian imperative to communicate the faith.

350. ORAL INTERPRETATION OF THE BIBLE. (3) Fall.

Theory and practice of reading the Bible aloud. Selections from the Old and New Testament are used as a basis for theory and criticism. Prerequisite: 255 or consent of instructor.

SCHOOL OF BUSINESS

DEAN: David B. Burks, Ph.D., C.P.A.

352G. INTERPRETERS THEATRE. (3) Offered on sufficient demand.

A study of the theory and techniques of group presentation of dramatic and non-dramatic literature. Adaptation of material, casting, rehearsing, directing, and production of interpreters theatre scripts. Emphasis on analysis and criticism of the literature and on program building. Prerequisite: 255.

400G. ADVANCED SPEECH CORRECTION. (3) Spring. Offered in speech therapy block.

Identification and correction of more involved types of speech abnormalities: aphasia, cleft palate and cerebral palsied speech, and stuttering. Prerequisite: 250 or equivalent.

401G. VOICE SCIENCE. (3) Fall. Alternates with 402G; offered 1980-81.

A study of the anatomy, physiology, and acoustics of voice production.

402G. AUDIOLOGY. (3) Fall. Alternates with 401G; offered 1979-80.

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

405G. PHONETICS. (3) Fall.

General phonetic principles and practice. Regional dialects of America (general American, southern, and eastern); also standard British or stage speech. Prerequisite: 211 or consent of instructor.

406G. PSYCHOLOGY OF LANGUAGE DEVELOPMENT. (3) Spring. Offered in speech therapy block.

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

407G. LANGUAGE DISORDERS. (3) Spring. Offered in speech therapy block.

Identification and remediation of language problems: developmental, aphasia, delayed language, environmental deprivation, mental retardation, and brain injury. Prerequisite: 250.

410G. RHETORICAL AND COMMUNICATION THEORY. (3) Spring.

Introduction to ancient and modern theories of oral public discourse. Development of critical theory and practice.

420. SUPERVISED CLINICAL PRACTICE. (6) Spring.

A minimum of eight week of full-time clinical experience in an approved speech therapy clinic. Prerequisites: 250, 300 (2 hours), 400, 401, and 402. Fee: \$25.

430. TEACHING SPEECH. (3) Fall.

Methods of instructing in speech at the secondary level: speech fundamentals, public speaking, discussion, debate, interpretation, radio and drama. Same as Education 430.

441G, 442G. INTERNSHIP IN RADIO AND TELEVISION. (3, 3) Offered on demand.

Supervised work in a commercial or educational station. Designed to give the student an opportunity for observation and practice of fundamentals in a professional setting. Satisfactory academic performance in assigned subject areas for investigation is included. May be taken concurrently. Prerequisite: 251, 280.

450G. ADVANCED INDIVIDUAL STUDY. (3) Offered on demand.

Seminar in drama, oral interpretation, broadcasting, speech therapy, rhetoric and public address, phonetics, or speech education. Prerequisite: Consent of department chairman.

PROFESSOR:

Billy Ray Cox, M.B.A., LL.D., C.P.A.

ASSOCIATE PROFESSORS:

David B. Burks, Ph.D., C.P.A.

Donald P. Diffine, Ph.D.

Robert J. Kelly, Ed.D.

Ermal H. Tucker, M.S.

ASSISTANT PROFESSORS:

#Campbell A. Henderson, M.B.A., C.P.A.

James Randal Henderson, M.S., C.P.A.

*Kenneth Johnson, M.B.A., C.P.A.

Thomas Maddox, M.B.A., C.P.A.

#Marvin Hilliard Robertson, J.D.

Barbara Karaffa Statom, M.A.

Mark Van Rheenen, M.B.A., C.P.A.

Charles R. Walker, M.S.

INSTRUCTORS:

LaVon Carter, M.B.A.

Steve D. White, M.B.A.

*On leave of absence 1978-79.

#Appointment effective August 27, 1979.

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. The School seeks to develop **Christian professionals**.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE

The following majors are offered in the School of Business.

Accounting: Preparation for uniform Certified Public Accountant examination; professional public accounting positions; private and governmental accounting positions.

Business Education: Preparation for certification to teach all high school business courses. All Arkansas requirements fulfilled.

Business Systems Analysis: 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. Graduate school strongly recommended.

Marketing: Preparation for positions in personal selling, retailing sales management, and marketing research.

Office Administration: Preparation for administrative assistant, executive secretarial and supervisory positions.

ASSOCIATE OF ARTS DEGREE

The School of Business also offers both one-year and two-year terminal programs in secretarial science to prepare students for general, clerical, and secretarial office positions. The two-year program leads to the Associate of Arts degree.

SPECIAL PROGRAMS/FACILITIES

American Studies Program

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 Program. The guest lecturers usually spend two days on campus and keynote at least one program for the American Studies group.

In addition to the lecture series, the American Studies Program provides an opportunity for juniors and seniors with "B" averages or better to make week-long trips each semester to major cities for practical exposure to problems encountered in major metropolitan areas.

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.

Center for Private Enterprise Education

Begun in 1976, the Harding University 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. One of the major approaches used in meeting the goals of the Center is the publication of the ENTREPRENEUR, a bi-monthly publication sent to alumni of the School of Business and to other interested individuals.

Economics Team

The Harding Economics Team is made up of students who are interested in free market economics and are willing to spend time promoting it. These teams have won three regional competitions since 1976. Harding won second place in national competition with other colleges and universities in 1978.

SBI Program

The Small Business Institute program, jointly sponsored by Harding University and the United States Small Business Administration, is designed to provide an integration of academic instruction and practical experience for participating students. Students work under the direction of a faculty advisor and serve as consultants to local small businesses in providing management counseling. Students receive academic credit for their work and gain insights into the real live practical business world.

Management Seminar

The School of Business in conjunction with the American Studies Program initiated in January of 1973 annual management seminars. Business executives of Arkansas and surrounding states have attended these seminars which are open to students. Management consultants who have keynoted these programs include Joe Batten, Saul Gellerman, Leonard Reed, Dr. George Roche, and Dr. Ben Rogge.

Pi Gamma Psi

Composed of sophomores, juniors, and seniors 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 to enrich the academic program.

Computer Facilities

Harding has a fully-equipped computer center which utilizes a time-sharing Digital PDP 11/70 computer system. The School of Business maintains five computer terminals for student use and instruction. All students are required to take at least one three-hour course in data processing.

SPIRITUAL EMPHASIS

Fall Seminar

An annual all-day fall seminar is conducted for all juniors and seniors in the School at Camp Wyldewood 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 further give emphasis to the development of a Christian professional, a new course entitled "Christian Business Ethics" was developed and implemented in the fall of 1976. This course is required of all students in the School and serves as their Bible requirement during the semester in which it is taken. The purpose of this course is to expose students to situations similar to those which they will encounter in their professional lives so that they might discuss Christian principles which apply. A case study discussion approach is used in this class.

HONOR SOCIETY

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 of course work with a cumulative average of 3.2 or better.

AWARDS FOR STUDENTS

The following awards are presented annually to outstanding students in the School of Business: Outstanding Junior Accounting Award, Russell Brown Scholarship Award, Outstanding Senior Accounting Award, Outstanding Business Administration Award, Outstanding Business and Office Education Award. In addition, the Wall Street Journal Award is given annually to the best overall student in the School of Business.

CORE REQUIREMENTS

All Bachelor of Business Administration degrees require a uniform business core of 42 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. 214 | 3 | |
| Bus. 255 | 3 | | Econ. 201-202 | 6 | |
| Bus. 315 | 3 | | Mgt. 368 | 3 | |
| Bus. 343 | 3 | | Mgt. 430 | 3 | |
| Bus. 350 or 351 | 3 | | Mkt. 330 | 3 | |
| Bus. 435 | 2 | | Math 210 | 4 | |

BACHELOR OF BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

ACCOUNTING: Major: 72 hours, including Core; Bus. 316; Acct. 301, 302, 305, 306, 401, 410, and 5 additional hours in accounting; and 3 hours of electives in the School of Business. A minor is not required.

Minor: 18 hours in accounting. The following additional courses are recommended: Bus. 255, 315, 316; Econ. 201-202; Mgt. 368; and Math. 210.

BUSINESS EDUCATION: Major (Plan I): 83 hours, including Core; Bus. 102, 107, 117, 251, 252, 422, 451; Econ. 320; Educ. 203, 307, 320, 336, 417, and 450; and Soc. 203. (Note: Business Education majors (Plan I) may delete Phy. Sci. 102, Eng. 201 or 202, and Art 101 or Music 101 from their General Education requirements, and Bus. 255 from the Core.) A minor is not required.

Minor: (Plan I to qualify for certification as a second teaching field): 25 hours, including Acct. 205-206; Bus. 107, 117, 251, 252, 315, and 350; and Econ. 201.

BUSINESS EDUCATION: Major (Plan II): 76 hours, including Core; Bus. 106, 117, 422, 451; Econ. 320; Educ. 203, 307, 320, 336, 417, 450; 2 hours elected from the School of Business; and Soc. 203. A minor is not required. (Note: Business Education majors may delete Bus. 255 from the Core.)

Minor: (Plan II, to qualify for certification as a second teaching field): 25 hours, including Acct. 205-206; Bus. 106, 117, 315, 350; Econ. 201-202; and 3 hours of upper-level work elected in the School of Business.

BUSINESS SYSTEMS ANALYSIS: Major: 69 hours, including Core; Comp. 215, 261, 325, 327, 329, 381, and 9 hours of electives in the School of Business. A minor is not required.

ECONOMICS: Major: 69 hours including Core; Acct. 360; Econ. 310, 311, 340, 420; Mgt. 333; and 9 upper-level 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: 69 hours including Core; Acct. 306, 360; Bus. 316; Mgt. 332 or 333, 354, 425, and 9 upper-level hours elected in the School of Business. A minor is not required.

Minor: Acct. 205; Econ. 201, 320; and 9 hours of electives in the School of Business, 3 hours of which must be upper-level. Bus. 350 or 351 and Mgt. 368 are highly recommended.

MARKETING: Major: 69 hours, including Core; Acct. 360; Mkt. 335, 336, 337, 400; and 12 upper-level hours elected in the School of Business. A minor is not required.

OFFICE ADMINISTRATION: Major: 58 hours, including Core; Acct. 360 or Bus. 252; Bus. 102, 107, 117, 251; and Econ. 320. A minor is not required.

Minor in Stenography: 18 hours, including Bus. 102, 106, 107, 251, 350; and 5 hours elected in the School of Business.

Minor in Clerical: 18 hours, including Acct. 205; Bus. 105, 107, 117, 214, 218; and 4 additional hours elected in the School of Business, including 3 upper-level hours.

ASSOCIATE OF ARTS DEGREE

SECRETARIAL SCIENCE: 64 hours, including 8 hours of Bible (101, 112, and 4 hours elected from 204, 211, 212, and 213); 27 hours of General Education (Eng. 103, 104; Math. 101; Psy. 201; Speech 101; Hist. 101; Biol. 111; P.E. 101; and 4 hours of electives); and 29 hours of Secretarial Science (Bus. 102, 106, 107, 117, 214, 218, 251, 252; Econ. 201; Acct. 205; and one course chosen from Acct. 206 or Bus. 315 or 350. 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. (3, 3) Fall, Spring.

Elementary accounting theory, practice and simple analysis; applications to single proprietorships, partnerships and corporations. A grade of "C" or better in 205 is required for 206.

301-302. INTERMEDIATE ACCOUNTING. (3, 3) Fall, Spring.

Analysis and understanding of accounting theory and practice; the preparation and interpretation of operating statements and reports of partnerships and corporations, including such items as capital stock transactions, surplus, inventories and reserves. Prerequisite: 206 with a grade of "C" or better. A grade of "C" or better in 301 is required for 302.

305. COST ACCOUNTING. (3) Fall.

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: 302.

306-307. FEDERAL TAXATION. (3, 3) Fall, Spring.

Broad coverage of the federal tax structure; preparation of declarations and returns for individuals, partnerships and corporations; gross and net income; capital gains and losses; allowable deductions; estates and trusts. Prerequisite: 206.

360. MANAGERIAL ACCOUNTING. (3) Spring.

Emphasizes the role of accounting information in managerial decision making for planning and control. Stress is on cost and analysis rather than cost record keeping. Analysis of financial statements, responsibility accounting, performance evaluation, cost budgeting, cost control, and long-range planning. Course designed for non-accounting majors. Does not count toward accounting major. Prerequisite: 206.

401-402. ADVANCED ACCOUNTING. (3, 3) Fall, Spring.

Intensive analysis of accounting theory and practice. Coverage of the more complex problems of partnership accounting, joint ventures, installment and consignment sales, consolidated balance sheets and statements, and governmental accounting. Prerequisite: 302.

403x. ACCOUNTING THEORY. (3) Fall.

Extensive investigations of underlying theoretical concepts of accounting. Historical development of accounting theory with a special emphasis on income measurement and asset valuation. Thorough review of recent theoretical developments concentrating on recent CPA examinations. Prerequisites: Acct. 302.

410. PRINCIPLES OF AUDITING. (4) Spring.

Audit theory and procedure; internal control; detailed audit; examination of financial statements; working papers and reports; auditor's opinion; professional standards and ethics; practice audit cases. Prerequisite: 302.

BUSINESS

101. BEGINNING SHORTHAND. (3) Fall, Spring.

Principles of Gregg Shorthand. Presentation of theory with extensive practice in reading and writing. Introduction to transcription. Extra dictation practice in multi-channel dictation laboratory. Class meets five times a week. Prerequisite or corequisite: 105 or equivalent. Fee: \$5.

102. INTERMEDIATE SHORTHAND. (3) Fall, Spring.

A review of fundamental principles, with assignments which stress speed, accuracy, fluency, and vocabulary. Intensive transcription practice. Extra dictation practice in multi-channel dictation laboratory as needed. Class meets four times a week. Prerequisite: 101 or equivalent ability. Fee: \$5.

105. BEGINNING TYPEWRITING. (2) Fall.

Introduction to keyboard and basic operating techniques on manual and electric typewriters. Practice in personal and routine office problems. Meets five times a week. Fee: \$12.50.

106. INTERMEDIATE TYPEWRITING. (2) Fall, Spring.

Continuation of speed and accuracy drills; practice in office problems with emphasis on office standards of achievement. Meets three times a week. Prerequisite: 105 or equivalent ability. Fee: \$12.50.

107. ADVANCED TYPEWRITING. (2) Spring.

Occupational competence and production skills developed with special attention to accuracy and speed in production. Meets three times a week. Prerequisite: 106 or equivalent ability. Fee: \$12.50.

117. BUSINESS MACHINES. (2) Fall, Spring.

Instruction and practice in the use of modern calculating machines; proficiency developed on 10-key and full keyboard adding-listing machines; extensive practice and application of business problems on electronic display and printing calculators, and rotary calculators; class meets two hours a week; extra laboratory practice provided as needed. Fee: \$12.50.

218. CLERICAL SKILLS. (1 or 2) Fall, Spring.

Two areas of study: (1) Filing and records management, and (2) operation and skill development on office secretarial machines — automatic typewriters, Executive IBM, duplicating machines, and transcribing machines. A student who already has competency in filing may take machines for 1 hour of credit; a student who already has competency in the designated machines may take filing for one hour of credit. Instructor's consent is required before enrolling for 1 hour of credit. Prerequisite: 105 or equivalent; consent of instructor if enrolling for 1 hour of credit. Fee: \$12.50.

251. SECRETARIAL PROCEDURES. (3) Spring.

An intensive study of the duties required of secretaries, with special emphasis on appearance, attitudes and personality traits, as well as the technical requirements. Prerequisite: 102, 105, and 218 or equivalent skills.

252. ADVANCED DICTATION AND TRANSCRIPTION. (3) Spring.

Extensive dictation practice to develop speed to 100-140 words per minute. Practice in technical dictation; procedures for notetaking speeches. Extra dictation practice in multi-channel dictation laboratory as needed. Emphasis on improvement of transcription techniques and speed. Meets four times a week. Prerequisite: 102 or equivalent ability; and 107 which may be taken concurrently. Fee: \$5.

255. INTRODUCTORY STATISTICS. (3) Fall, Spring.

A mathematical development of the basic techniques of statistics. Problems of collection and analysis of data, averages, sampling, frequency distribution, index numbers and related topics. Prerequisite: Math. 210.

315, 316. 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.

317. OFFICE MANAGEMENT. (3) Fall.

The administrative problems of an office; relation of office functions to modern business procedures and management, workflow, office layout and standards, employment problems, equipment and supplies.

343. MANAGERIAL FINANCE. (3) Fall, Spring.

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.

350. BUSINESS COMMUNICATIONS. (3) Fall, Spring.

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. Extensive practice in letter writing. Prerequisite: English 103.

351x. REPORT WRITING FOR BUSINESS. (3) Fall, Spring.

Emphasis is given to the study of concepts and methods of business research and style in business report writing. Comprehensive coverage of techniques and problems in gathering, organizing, analyzing, interpreting, and presenting business data useful to management for decision making. Brief instruction in the fundamentals of communication and effective business-letter writing. Includes preparation of personal resume and application letter. Prerequisite: English 103.

421. TEACHING BASIC BUSINESS. (2) Spring.

The objectives and place of business education in the curriculum, the application of methods for the basic business understanding and attitudes in general business subjects and accounting. Designed for all business education majors. Same as Education 421.

422. TEACHING BUSINESS SKILLS. (1 or 2) Fall.

A continuation of Business 421. The application of methods for teaching the methods and techniques for the development of the skill subjects — typewriting, business machines, and shorthand. Students certifying in Comprehensive Business (Plan I) will take for 2 hours credit; others will take for 1 hour credit and will not take methods of teaching shorthand. Same as Education 422.

435x. CHRISTIAN BUSINESS ETHICS. (2 or 3) Fall.

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 department chairman.

451. SUPERVISED TEACHING. (6) Fall, Spring.

Same as Education 451.

COMPUTING**214x. COMPUTER FUNDAMENTALS FOR BUSINESS.** (3) Fall, Spring.

A survey of computer systems in business, exploring the fundamentals of hardware, software, and personnel. Introductory programming of business problems in BASIC PLUS.

For descriptive information on the following courses, see page

215. INTRODUCTION TO STRUCTURED PROGRAMMING. (3) Fall, Spring.

Prerequisite for students in School of Business: 214.

261. STRUCTURED SYSTEMS ANALYSIS AND DESIGN. (3) Spring.**325x. DATA STRUCTURES.** (3) Fall. Alternate years; offered 1979-80.**327x. OPERATIONS RESEARCH.** (3) Spring. Alternate years; offered 1979-80.**329x. SMALL BUSINESS SYSTEMS WITH RPG APPLICATIONS.** (3) Fall.**381x. PROGRAMMER/ANALYST WORK EXPERIENCE.** (3) Offered on demand.**425x. ADVANCED TOPICS IN COMPUTING.** (3) Fall. Alternate years; offered 1980-81.**427x. SIMULATION AND MODELING.** (3) Spring. Alternate years; offered 1980-81.**450x. INDEPENDENT STUDY.** (1-3) Offered on demand.**ECONOMICS****201. PRINCIPLES OF MACROECONOMICS.** (3) Fall, Spring.

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.

Individual consumers; business; monopoly and agricultural pricing; pricing in product and resource markets. Prerequisite: 201 or consent of instructor.

210. INTERMEDIATE MACROECONOMICS. (3) Fall. Alternate years; offered 1979-80.

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.

211. INTERMEDIATE MICROECONOMICS. (3) Spring. Alternate years; offered 1979-80.

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.

215. 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) Spring.

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. ECONOMIC HISTORY OF THE UNITED STATES. (3) Spring. Alternate years; offered 1980-81.

A study of the historical development of the American economic system. This course examines the fundamental concepts underlying the American economic system and includes a brief analysis of other systems with particular emphasis during the period of industrial revolution to the present. Prerequisite: 201-202.

420. COMPARATIVE ECONOMICS. (3) Fall. Alternate years; offered 1980-81.

Application of micro and macroeconomic analysis to comparative economics systems and selective aspects of economic growth. Prerequisite: 201-202.

440Gx. FREE MARKET ECONOMICS. (3) Summer. Offered on sufficient demand.

Instruction intended to assist teachers in dramatizing, simplifying, and enriching the economic understanding of our youth regarding private enterprise and economic individualism.

MANAGEMENT**332. PERSONNEL ADMINISTRATION.** (3) Fall.

Study of selection, placement, training, wage administration, performance evaluation; and discharge of employees.

333. LABOR RELATIONS. (3) Spring.

Legal and social framework for labor-management relations, union and management viewpoints; organizational relationships, the collective bargaining process, contract negotiation and administration. Prerequisite: Econ. 201.

354. OPERATIONS MANAGEMENT. (3) Fall, Spring.

Study of production function in business, systems theory, product and capacity decision systems, and operating decisions systems. Prerequisites: Bus. 255; Econ. 201-202; Math. 210.

365x. SMALL BUSINESS INSTITUTE. (2 or 3) Fall, Spring. Offered on 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. HUMAN RELATIONS. (3) Fall, Spring.

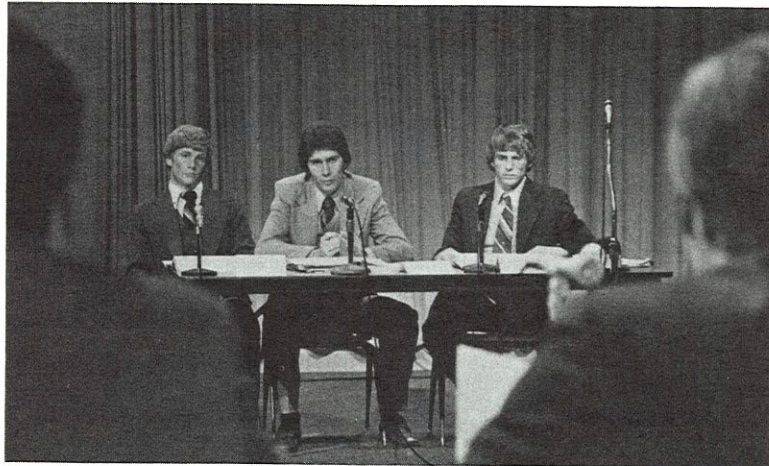
Techniques and policies needed to handle human relations problems in business, government, and education. Fundamentals of organizational behavior, motivation, leadership, formal and informal organization, social environment, and communication and group processes. Prerequisite: Psy. 201.

425. ORGANIZATIONAL BEHAVIOR. (3) Spring.

Intensive study of human relations factors. Use of case study approach. Prerequisite: 368.

430. ADMINISTRATIVE POLICY SIMULATION. (3) 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 department chairman. Fee: \$10.00.



MARKETING

330. PRINCIPLES OF MARKETING. (3) Fall, Spring.

The solution of a variety of problems and cases involving the selection of channels of distribution, product policies of manufacturers and middlemen, price and general marketing procedures.

335. SALES STRATEGY. (3) Fall.

Fundamentals of personal selling; sales manager's role in administering the selling function. Outside speakers, films, and student sales presentations will be used.

336. INDUSTRIAL MARKETING. (3) Fall.

This course will focus on special problems of marketing industrial products, examine marketing institutions, and wholesaling. Topics will include: management of marketing channels, pricing of industrial products, physical distribution, and customer service.

337. RETAIL MARKETING. (3) Spring.

This course will examine the general retail environment, and identify key retailing opportunities available by using proper procedures in product planning, store location, and store layout. Topics will include: sales stimulation policies, merchandise management, physical distribution, handling and buying.

400. MARKETING RESEARCH. (3) Spring.

Research methodology and the application of current research techniques in solving marketing problems. Case studies will be used. Prerequisite: 330; Bus. 255.

SCHOOL OF EDUCATION
DEAN: Bobby L. Coker, Ed.D.
DIRECTOR OF GRADUATE STUDIES:
Wyatt Jones, Ed.D.

PROFESSORS:

Bobby L. Coker, Ed.D.
 Director of Teacher Education
 Jerome M. Barnes, Ed.D.
 James F. Carr, Jr., Ed.D.
 Wyatt Jones, Ed.D.
 Edward G. Sewell, Ph.D.

ASSOCIATE PROFESSORS:

Mary Ann Harris, Ed.D.
 Betty Work Watson, M.A.
 Murrey W. Wilson, M.A.

ASSISTANT PROFESSOR:

Lois L. Brown, M.A.

INSTRUCTOR:

Richard Duke, M.A.T.

Assisting from other Departments:

George Edward Baggett, D.M.E.
 Karyl V. Bailey, Ph.D.
 Josephine Cleveland, D.A.
 Sharen Deacon Crockett, M.S.
 Elizabeth B. Mason, M.A.
 Fred R. Jewell, Ed.D.
 Bill W. Oldham, Ed.D.
 Elaine C. Thompson, M.A.
 Eral H. Tucker, M.S.
 Evan Ulrey, Ph.D.
 George W. Woodruff, Ed.D.
 Winfred O. Wright, Dr. de l'Universite

Other 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 Business Administration degree, depending upon the major. Graduate programs leading to the degree of Master of Education have also been developed.

The 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. For additional information concerning graduate work see the section on the Graduate Studies that follows.

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 inservice teachers will appear on evening schedules during the regular school year and on summer session schedules.

OBJECTIVES OF THE TEACHER EDUCATION PROGRAM

The objectives 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 teacher must have to meet fully the responsibilities of his 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 public 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 eight, and in special education, and secondary teachers are prepared to teach in the fields of art, biology, business, chemistry, English, French, general science, health education, home economics, journalism, mathematics, music, physical education, physics, social science, Spanish and speech. The graduate program is designed primarily

to develop superior elementary and secondary teachers in a limited number of areas. The graduate program is not designed to train for administrative, personnel or specialized services except in the area of elementary administration.

BASIC BELIEFS OF THE PROGRAM

The education of teachers is an institution wide function and is the responsibility of the entire faculty. The School of Education has the primary responsibility for planning and administering the teacher education program. The Dean of the School of Education is the Director of Teacher Education. 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 his community.

The following assumptions are made:

1. The minimum amount of training required must be a bachelor's degree.
2. Graduates of the teacher training program must be prepared to teach in public 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 teacher trainees at a steadily increasing level of achievement.
6. Teacher training requires a balance of general, professional, and subject field education.

GRADUATE STUDIES

Graduate studies at Harding University's Searcy campus lead to the Master of Education degree. The program is designed to give new and in-service teachers more adequate preparation for their

professions. With the growing mass and complexity of information necessary for effective teaching and with the development of better techniques and materials, it has become increasingly more difficult for students to attain in a four-year undergraduate course the competencies needed in the teaching profession. Even experienced teachers frequently require further work to keep abreast of current developments and to enrich their preparation.

The graduate program at Harding meets the needs of both new and experienced teachers who recognize the personal and professional benefits to be gained from additional training in academic, cultural, and professional fields. Each student's program is designed to meet his individual needs.

The work of the graduate program is concentrated primarily in the field of teacher training. Fundamentally, it is aimed at meeting the needs of the teacher in terms of knowledge and practices, certification requirement, salary-schedule increments, and other advantages normally expected from a year of advanced study and a Master's degree. The program can be undertaken during the regular academic year or during summer sessions.

Administration of graduate study is the responsibility of the Director of Graduate Studies who serves as chairman of the Graduate Council, which is appointed by the president of the university.

Admission to the Graduate Program is based primarily on the applicant's undergraduate record. Unconditional admission to the Graduate Program may be granted to applicants who hold the baccalaureate degree from an institution that is regionally accredited provided the applicant has a cumulative average of at least 2.50. An applicant who does not meet the requirements for the highest type of teaching certificate based on a four-year training program will be required to complete the undergraduate courses required by such a certificate. These courses may be completed concurrently with graduate work. Provisional admission may be granted to graduates of institutions that are not regionally accredited or to applicants with a grade average below 2.50. In case an applicant is granted provisional admission, he must achieve a 3.00 average or better on the first 12 semester hours of graduate work to remain in the graduate program. Included in the first 12 hours must be at least 6 hours from the subject-matter area. Admissions to graduate study does not imply admission to candidacy for the Master of Education degree.

A minimum score of 550 on the TOEFL (Test on English as a Foreign Language) is required for admission of students whose native language is not English **unless** the applicant holds a degree from an American college or university.

Undergraduate students in the university may register for graduate courses during their final semester's work, provided they lack not more than 9 semester hours of credit for graduation

and they make formal application for admission to graduate study.

Full-time students may carry an absolute maximum of 16 hours of graduate work during any semester and are not to exceed 6 hours during either summer term. Full-time teachers are limited to not more than 6 hours per semester. The minimum full-time load for graduate study is 10 hours per semester.

All work for the Master of Education degree should be completed within a period of five calendar years, but half credit may be given by the Graduate Council for graduate courses taken more than five years but less than eight years prior to graduation.

Students may register for graduate credit in approved 300 or 400 courses, indicated by a "G" after the course number. A minimum of 15 semester hours of the 32 required for the degree must be in courses numbered 500 or above. Eligibility to enroll in courses numbered 500 or above in any given field is restricted to those who have completed a minimum of 12 hours of undergraduate credit in that field.

The Master of Education degree requires a minimum of 32 semester hours of credit in courses approved for graduate study with a minimum 3.00 average. A minimum of 26 hours of graduate study must be completed on the Harding campus. A written comprehensive examination covering the student's major and professional areas is required of all candidates for the Master of Education degree. An official transcript from Educational Testing Service of scores achieved on the National Teachers Examination must be on file in the Graduate Office. See pages 68 and 69 for outlines of graduate curricula.

Those interested in the Master of Education program at Harding University should write Dr. Wyatt Jones, Director of Graduate Studies, Harding University, Box 884, Searcy, Arkansas 72143, for a **Graduate Catalog** and application for admission forms.

ORGANIZATION FOR TEACHER EDUCATION

Responsibility for the administration of the total undergraduate teacher education program is assigned to the Dean of the School of Education. The Teacher Education Committee 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 Teacher Education Program.

GENERAL EDUCATION REQUIREMENTS

The following general education requirements **must be satisfied by course credit** to meet state department certification requirements. These requirements cannot be satisfied by exemption tests.

1. English (may include Speech 101, but excludes Humanities, Journalism and other Speech) — 12 semester hours.

2. Biological Science, Physical Science, and Mathematics (**one course in each**) — 9 semester hours.
3. Social Studies (including a minimum of one course in U.S. History and one course in U.S. Government) — 12 semester hours. (To meet Harding's requirements, Sociology 203 must also be included.)
4. Physical Education (including Health Education 203 and 3 semester hours of physical education activity) — 6 semester hours.

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 to the university.
2. File a formal application for admission to the program in the office of the School of Education. This application should be filed during the second semester of the student's sophomore year. 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 203, 204, and 303.
3. Have satisfactorily completed Education 203 or an acceptable equivalent substitute approved by the Dean of the School of Education.
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 2.20 at the time of application.
6. Have demonstrated proficiency in English by the successful completion of English 103-104*, with at least a grade of "C" in each course.
7. Be free of physical or mental defects inimical to effective teaching.
8. Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation, conference with university personnel acquainted with the student, and special interviews with the student may be used to make evaluations in these areas.

9. Have favorable recommendation of the chairman of his major academic area and/or the recommendation of at least two faculty members with whom he has had courses.
10. Not be on academic probation at time of making application.

Formal admission to the teacher education program is a prerequisite for enrollment in all junior-senior level education courses required for certification, except Education 303. Students are requested to make application to the program not later than the end of the second semester of their sophomore year, provided English 103, 104 and Education 203 (also Education 204 for elementary and special education majors) have been satisfactorily completed. Every possible effort will be made to counsel the student wisely and adequately; but the student has the responsibility of planning his program so that all requirements are met.

*For students certifying to teach English, English 281 is accepted in lieu of English 104.

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 form and filing it with the Dean of the School of Education.

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 Education 203, 204, 307, 336, 404, and 15 semester hours selected from the following content and specialization courses: Art 211; Biology 308; Economics 315; English 350; Geography 212, 300 or 301; Mathematics 225; Music 116; Physical Education 330; and Speech 315 prior to the supervised teaching semester. Education 320 may be completed prior to the supervised teaching semester or 320 may be completed during the supervised teaching semester.

Applicants for the supervised teaching semester in secondary education, except for vocational home economics majors, must have completed Education 203, 307, 320, 336, and one course from Education 419-430, unless the audio-visual and special methods courses are 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 Education 307, 320, 336, 424, and Home Economics 322 or 323.

Two of the three courses Education 203, 307 and 336 must be taken in residence at Harding, and it is strongly recommended that all three be taken in residence. None of these courses may be taken by correspondence.

To be eligible for admission to the supervised teaching semester the student 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.
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 chairman of his academic teaching area.
5. Have approval of his 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 his academic and professional advisors.
7. Have completed satisfactorily all catalogued prerequisites for the supervised teaching semester.
8. Have completed, or be able to complete during that semester, the minimum Arkansas requirements in approved subject-matter courses for the area in which he is 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 2.25 and at least a 2.00 average in Education 203, 307 and 336, having taken at least two of these courses at Harding.
10. Have a minimum grade point average of 2.40 in his major teaching area for the secondary program. OR: Have a minimum grade point average of 2.40 in the professional and content and specialization courses required for the elementary or special education major.
11. Not be on academic probation.

SUPERVISED TEACHING SEMESTER

During the supervised teaching semester, elementary education majors will be enrolled in Education 401, 402, 403, 415 and 441. Special education majors with a mental retardation emphasis will be enrolled in 401 or 402, 403, 409, 415, and 475. Secondary education majors, except for vocational home economics majors, will be enrolled in Education 320, 417, 450 and 451 or 461. Students majoring in vocational home economics will be enrolled in Education 320, 417, 451, and Home Economics 405, 412. Special methods for secondary teachers, Education 419-430, must be taken prior to or concurrent with the supervised teaching semester. Courses required in the supervised semester must be taken in residence at Harding unless approved otherwise by the Teacher Education Committee.

CURRICULA

Major in Elementary Education: 34 hours, including Education 203, 204, 303, 307, 320, 336, 401, 402, 403, 404, 415, 441. The following content and specialization courses must be completed: Art 211; Biology 308; Economics 315; English 350;

112, 300 or 301; Health Education 203; Mathematics 115, 225; Music 116; Physical Education 330; Sociology 203; and Speech 315. **Students seeking certification as a kindergarten teacher must also take Education 381 or 383, 410, and 411.** A minor is not required.

Major in Secondary Education: 30 hours, including Education 203, 307, 320, 336, 417, one course from 419-430, 450, 451, and at least 6 additional hours of education elected from Education 303, 382, 400, 405, 406, 407, 408, 409, 413, 414, 416, and another course from 419-430. In addition, Sociology 203 and 6 hours of physical education activity courses, must be completed.

It is strongly recommended that secondary teachers major in a subject-matter area rather than in education. Secondary teachers, however, must include in their programs Education 203, 307, 320, 336, 417, one course from 419-430, 450, 451 (or 461); Sociology 203; 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 subject-matter area or, with the exception of students who major in Bible or psychology, **meet minimum Arkansas certification requirements in at least two subject-matter areas.**

Major in Special Education (Mental Retardation emphasis): 77 hours in Education 203, 204, 303, 320, 336, 401 or 402, 403, 404, 405, 406, 415, and 471; Psychology 400; one course from Psychology 382, Education 414, or Art 415; Speech 250; and the following content and specialization courses: Art 211; Biology 308; Economics 315; English 350; Geography 212, 300 or 301; Health Education 203; Mathematics 115, 225; Music 116; Physical Education 330; and Sociology 203. A minor is not required.

Major in Special Education (Specific Learning Disabilities emphasis): 77 hours in Education 203, 204, 303, 336, 401 or 402, 403, 404, 408, 409, 415, and 475; Psychology 400; one course from Psychology 382, Education 414, or Art 415; Speech 250; and the following content and specialization courses: Art 211; Biology 308; Economics 315; English 350; Geography 212, 300 or 301; Health Education 203; Mathematics 115, 225; Music 116; Physical Education 330; and Sociology 203. A minor is not required.

A student may certify to teach in both special education areas by completing Education 405, 406, 408, 409, 471, and 475 in addition to the requirements common to both majors.

Health Education 203, History 101, Political Science 205, Sociology 203, and **3 hours credit in mathematics** are required of all students certifying to teach. Education 303 is required of all teachers who certify in the state of Missouri and certain other states.

Required of All Teachers:

203. PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT. (3) Fall, Spring. 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 during the childhood and adolescent periods. **6 hours of observation are required.**

307. EDUCATIONAL PSYCHOLOGY. (3) Fall, Spring.

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 12 hours of laboratory work.** Either 307 or 336, preferably both, must be completed in residence at Harding. Cannot be taken by correspondence. Prerequisite: Formal admission to the teacher education program.

320. AUDIO-VISUAL AIDS. (2 or 3) Fall, Spring.

Technical problems related to audio-visual equipment, the value and importance of these aids to learning and their use in actual teaching situations. Laboratory periods to be arranged. Prerequisite: Formal admission to the teacher education program. Fee: \$10.

336. 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 6 hours of laboratory work.** Either 307 or 336, preferably both, must be taken in residence at Harding. Cannot be taken by correspondence. Prerequisite: Formal admission to the teacher education program.

Additional Courses Required of All Elementary Teachers:**204x. DIRECTED EXPERIENCES:** (2) Fall, Spring.

Participation in a variety of instructional activities and observation in a school setting.

303. PSYCHOLOGY OF THE EXCEPTIONAL CHILD. (3) Fall, Spring.

A study of those children to be considered exceptional, in reference to their educational and psychological needs, with discussion of all phases and concepts of exceptionality. Prerequisite: 203 or Psy. 240.

401. METHODS IN ELEMENTARY MATHEMATICS. (2) Fall, Spring.

Requires at least 6 hours of laboratory work which includes collection and organization of materials for supervised teaching. Student will have some out-of-pocket expense in developing collections. Prerequisites: Same as for Education 441. This course should be taken during the supervised teaching semester.

402. METHODS IN ELEMENTARY SCIENCE. (2) Fall, Spring.

Requires at least 6 hours of laboratory work which includes collection and organization of materials for supervised teaching. Student will have some out-of-pocket expense in developing collections. Prerequisites: Same as for Education 441. This course should be taken during the supervised teaching semester.

403. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. (2) Fall, Spring.

A course designed to acquaint teachers with research, methods, and materials for teaching the area of language arts — spelling, handwriting, listening, speaking, and creative writing. **Requires at least 6 hours of laboratory work.** Prerequisites: Same as for Education 441. This course should be taken during the supervised teaching semester. Fee: \$10.

404. SURVEY OF TEACHING READING. (3) Fall, Spring.

A course designed to provide teachers with understanding of the foundations, research, methods, and materials for reading instruction at the elementary level. Prerequisites: Formal admission to the teacher education program and at least junior standing.

415Gx. DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES. (3) Fall, Spring.

Study of causes of reading difficulties, diagnosis of reading problems, and appropriate remedial measures. Prerequisites: Same as for Education 441.

441. SUPERVISED TEACHING. (6-8) Fall, Spring.

A minimum of eight weeks of teaching in a regular situation under the supervision of a qualified supervising teacher required. Prerequisites: Education 203, 204, 303, 307, 320, 336, 404; a minimum of 15 hours from Art 211, Biology 308, Economics 315, English 350; Geography 212, 300 or 301, Mathematics 225, Music 116, Physical Education 330, Speech 315; and formal admission to the supervised teaching semester. Transfer students with advanced standing in Education 307 or

336 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 Dean of the School of Education 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 Teacher Education Committee. Fee: \$25.

Additional Courses Required of All Kindergarten Teachers:**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 take this for only 3 hours.** Other students certifying for kindergarten will need to take 381 for 6 hours. Prerequisites: 203, 307, 336, and 410 or 411; a minimum of 15 hours from Art 211, Biology 308, Economics 315, English 350, Geography 212, 300 or 301, Mathematics 225, Music 116, Physical Education 330, Speech 315; and junior standing. Fee: \$12.50.

381x. KINDERGARTEN PRACTICUM. (6)

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: \$25.

410G. 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.

411G. 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.

Additional Courses Required of All Secondary Teachers:**417. TESTS AND MEASUREMENTS.** (3) 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 Education 451 or 461. Should be taken during the supervised teaching semester; exceptions must be approved in advance 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. At least one of these special methods courses is either a prerequisite or a co-requisite to the supervised teaching semester. Prerequisite: Formal admission to the Teacher Education Program. Fee: \$10 each.

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: \$10.

420. TEACHING ART. (3) Spring.

Same as Art 420. Fee: \$10.

421. TEACHING BASIC BUSINESS. (2) Fall.

Same as Business 421. Fee: \$10.

422. TEACHING BUSINESS SKILLS. (1-2) Fall.

Same as Business 422. Fee: \$10.

423. TEACHING ENGLISH. (3) Spring.

Fee: \$10.

424. TEACHING HOME ECONOMICS. (3) Fall.

Same as Home Economics 424. Fee: \$10.

425. TEACHING MATHEMATICS. (3) Spring.

Fee: \$10.

426. SECONDARY MUSIC METHODS. (3) Spring.
Same as Music 426. Fee: \$10.

427. METHODS AND MATERIALS IN PHYSICAL EDUCATION. (3) Spring.
Same as Physical Education 427. Fee: \$10.

428. TEACHING SCIENCE. (3) Fall.
Fee: \$10.

429. TEACHING SOCIAL SCIENCE. (3) Fall.
Fee: \$10.

430. TEACHING SPEECH. (3) Fall.
Same as Speech 430. Fee: \$10.

450. STUDENT TEACHING SEMINAR. (1) Fall, Spring.
Preparation for student teaching through study of practical problems, observations, visiting speakers and video-taping of concept teaching; discussion of common problems during student teaching; and evaluation of remedial work on weaknesses discovered during student teaching. Prerequisite: Enrollment in 451 or 461.

451. SUPERVISED TEACHING. (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. Prerequisite: Education 203, 307, 320, 336, one course from 419-430, and formal admission to the supervised teaching semester. Education 419-430 may be taken concurrently. Transfer students with advanced standing credit in Education 307 or 336 may be required to do additional laboratory work in the course taken in residence here. Application to the supervised teaching semester must be filed with the Dean of the School of Education the semester prior to the semester in which supervised teaching is to be done. The maximum credit which can be earned during the supervised teaching semester is normally 17 hours, but the Dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the Teacher Education Committee. The final grade in this course will not be submitted to the Registrar's Office until all certification requirements, in two fields where applicable, have been satisfactorily completed. Fee: \$25.

Supervised Teaching to Certify for Grades K-12:

461. SUPERVISED TEACHING. Fall, Spring.
All students certifying in Art or Music must take Education 461. Physical education majors who wish to certify for grades K-12 must take 461 and also include Physical Education 129 and 330 in their programs. 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 Education 451.

Additional Courses Required of All Special Education Teachers:

A. Mentally Retarded Emphasis:

405G. METHODS OF TEACHING THE MENTALLY RETARDED. (3) Fall.
Instruction in modern methods of teaching the mentally retarded, includes discussion of the necessary curriculum, underlying philosophy, and general goals of teaching the mentally retarded. Prerequisite: Formal admission to the Teacher Education Program.

406G. NATURE AND NEEDS OF THE MENTALLY RETARDED. (3) Spring.
Study of the nature and needs of the mentally retarded with emphasis on physical, motor, mental, language, emotional and social development and discussion of the necessary curriculum to meet their special needs. Prerequisite: Formal admission to the Teacher Education Program.

471. SUPERVISED TEACHING MENTALLY RETARDED. (6-8) Fall.
A minimum of eight weeks of teaching mentally retarded under supervision of a qualified supervising teacher. Prerequisites: a minimum of 15 hours from Educ. 303, 405, 406; Psy. 382. or Educ. 414 or Art 415; Psy. 400; and Speech 250; a minimum of 15 hours from Art 211, Biology 308, Economics 315, English 350,

Geography 212, 300 or 301, Mathematics 225, Music 116, and Physical Education 330; and formal admission to the supervised teaching semester. Application to the supervised teaching semester must be filed with the Dean of the School of Education 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 Teacher Education Committee. Fee: \$25.

B. Specific Learning Disabilities Emphasis:

406G. NATURE/NEEDS OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES. (3) Fall.

Problems encountered by the child with learning disabilities and his specific needs in terms of educational, social, and psychological development. Prerequisite: Formal admission to the Teacher Education Program.

406G. EDUCATIONAL PROCEDURES FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES. (3) Fall.

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.

475. SUPERVISED TEACHING: SPECIFIC LEARNING DISABILITIES. (6-8) Spring.
A minimum of eight weeks of teaching under supervision of a qualified supervising teacher. Prerequisites: a minimum of 15 hours from Education 303, 408, 409; Psy. 382 or Educ. 414 or Art 415; Psy. 400; and Speech 250; a minimum of 15 hours from Art 211, Biology 308, Economics 315, English 350, Geography 212, 300 or 301, Mathematics 225, Music 116, and Physical Education 330; and formal admission to the supervised teaching semester. Application to the supervised teaching semester must be filed with the Dean of the School of Education 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 Teacher Education Committee. Fee: \$25.

Electives:

300G. STATISTICS. (3) Fall.

Same as Psychology 325. Prerequisites: 203 and Math. 105 or 151.

300G. PSYCHOLOGY OF PERSONALITY. (3) Fall.

Same as Psychology 380. Prerequisite: 203.

300G. BEHAVIORAL DISORDERS. (3) Spring.

Same as Psychology 382. Prerequisite: 380 or consent of instructor.

300G. COUNSELING. (3) Fall.

Same as Psychology 385. Prerequisites: 380, 382.

400G. PSYCHOLOGICAL TESTING. (3) Spring.

Same as Psychology 400. Prerequisites: 203, 325 or consent of instructor.

407Gx. PRINCIPLES OF BEHAVIORAL MANAGEMENT. (3) Fall.

A study of behavioral management principles with special emphasis on behavior modification and with attention given to the planning of individualized educational programs for each child.

412Gx. TECHNIQUES OF COUNSELING. (3) Spring.

Same as Psychology 412. Prerequisite: 385.

413. SCHOOL SUPERVISION. (3) Offered in conjunction with 554.

Study of the philosophy, principles, and techniques of supervision. Prerequisites: Consent of the Dean of the School of Education.

414Gx. PSYCHOLOGY OF THE EMOTIONALLY DISTURBED CHILD. (3) Spring.

Acquaints student with a variety of diagnostic and theoretical approaches to children who are emotionally disturbed and behaviorally 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.

416x. THE MIDDLE SCHOOL. (3) Spring.

A practical and contemporary study of methods and materials of teaching in the Middle School along with a study of the organization and the development of the Middle School curriculum. An exploration of future trends in subject-field content at the Middle School level will be explored through discussion, problem solving, and projects.

Graduate Education Courses:

503. PSYCHOLOGY OF EXCEPTIONAL CHILDREN. (3) Fall, Spring.

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. Not open to those who have earned credit in 303.

505x. MAINSTREAMING THE SPECIAL EDUCATION CHILD. (3) Summer. Offered on sufficient demand.

Methods and procedures for teaching the special education child in the regular classroom.

516x. THE MIDDLE SCHOOL. (3) Spring.

Offered for graduate students in conjunction with 416. Not open to students who have credit in 416.

520. EDUCATIONAL MEDIA. (3) Offered on sufficient demand.

Offered for graduate students in conjunction with 320. Credit may not be earned in both 320 and 520. Fee: \$10.

521. MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL. (3) Fall. Offered on sufficient demand.

Objectives, content and materials, curricula, organization, methods of teaching, and current problems in the field of teaching mathematics and science. One-half semester will be devoted to each area.

522. SOCIAL STUDIES AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. (3) Spring. Offered on sufficient demand.

Objectives, content and materials, curricula, organization, methods of teaching, and current problems in the field of teaching elementary social studies and language arts. One-half semester will be devoted to each area.

524. EVALUATION IN THE ELEMENTARY SCHOOL. (3) Summer.

The objectives of evaluation. Types of evaluation instruments. Selection, interpretation and use of evaluation instruments used in the elementary school.

527. METHODS OF INSTRUCTION IN ELEMENTARY SCHOOLS. (3) Spring. Offered on sufficient demand.

Advanced methods on the problems and difficulties confronting the elementary school teacher. Current research and readings in educational literature are investigated as a basis for the improvement of instruction in classroom situations.

529. TEACHING THE BIBLE IN THE PUBLIC SCHOOLS. (3) Summer. Offered on sufficient demand.

A study of the legal questions, methods of incorporating Bible study in the curriculum of the public schools, problems, methods of teaching, and other aspects of encouraging the teaching of the Bible in the public schools. Some information on other ways Christians may have an influence for Christ while teaching in the public schools.

530. TEACHING READING IN THE PRIMARY GRADES. (3) Summer. Offered on sufficient demand.

Study of techniques and research appropriate to teaching reading in lower grades of elementary school; emphasis on inter-relationship of language arts; readiness; individual differences; word recognition skills; oral reading; evaluation of reading materials and reading progress; new trends in teaching reading.

531. SELECTED TOPICS IN ELEMENTARY SCIENCE METHODS. (3) Summer. Offered on sufficient demand.

Emphasizes the experimental approach to science teaching in elementary grades.

532. DEVELOPMENT AND ADMINISTRATION OF THE CURRICULUM. (3) Spring.

Curriculum construction and organization, oriented in terms of actual difficulties faced in curriculum revision. Affords special study of curriculum problems confronting the students in the course. Appraises curriculum demands of modern society as they pertain to principles, issues and concepts. Considers desirable form and content of the school program and techniques of enrichment.

533. CLINICAL READING. (3) Summer. Offered on sufficient demand.

Laboratory practice in reading improvement.

536. IMPROVEMENT OF INSTRUCTION IN THE SECONDARY SCHOOL. (3) Spring.

Designed to give practical assistance to the high school teacher; a critical study of current practices and trends in high school teaching.

537. INDIVIDUALIZATION OF INSTRUCTION. (3) Summer. Offered on sufficient demand.

A critical evaluation of the procedures utilized in caring for individual differences in the regular classroom.

538. PSYCHOLOGY OF LEARNING. (3) Spring.

A study of selected research in human learning and the fundamental principles of the learning process. Survey of the major theories of learning developed by contemporary psychologists.

543. PHILOSOPHY OF EDUCATION. (3) Summer. Offered on sufficient demand.

Nature, techniques and aims of education in the light of representative educational philosophies. Attention to their influence upon present day educational thought and practice. Consideration given to the understanding of concepts and terms peculiar to the field.

545. EDUCATIONAL SOCIOLOGY. (3) Spring.

The study of educational theories, principles and practices in the light of current sociological concepts, with special reference to educational problems arising from our rapidly changing social, economic and political conditions. Educational needs and adaptation of training institutions in terms of educational change; ways in which selective culture factors and trends affect the process of organization of education.

548x. READING STRATEGIES FOR SECONDARY TEACHERS. (3) Summer. Offered on sufficient demand.

Methods and techniques of teaching reading with an emphasis on the junior high level student. Speed-reading and a reading bibliography for the age level will normally be included in the course.

550. INDEPENDENT STUDY IN EDUCATION. (1-3) Offered on demand.

Individual study of selected topic(s) in education. May be taken for a maximum of 6 semester hours credit. Prerequisites: Consent of the Director of Graduate Studies and Dean of the School of Education.

552. RESEARCH METHODS. (3) Fall.

Essential techniques involved in research work, selecting and defining problems, treatment and interpretation of data and research reporting types of research, criteria for selecting and planning a problem, preparing bibliographies, securing data for various types of research, the organization, preparation and interpretation of materials.

554. SUPERVISION OF INSTRUCTION. (3) Offered on sufficient demand.

Contribution of supervision to teaching through leadership in curriculum development, guidance, student activities, school services and other phases of the school as a social enterprise. Special techniques of improvement of teaching and learning through utilization of the processes of democratic participation, guidance, research, social forces and trends.

558. THESIS AND RESEARCH. (3-6) Offered on demand.

The amount of credit earned in this course will depend upon the comprehensiveness and quality of the research undertaken. Methods and techniques of research are treated and applied to the selection of a problem or topic, and the organization and interpretation of materials appropriate thereto.

562. PUBLIC SCHOOL ADMINISTRATION. (3) Fall, 1979; Summer, 1980.

A foundation course in the general administrative problems of the public school.

563. ELEMENTARY SCHOOL ADMINISTRATION. (3) Fall, 1980; Summer, 1981.

Examination and study of problems of organization and administration of the elementary school in relation to current theories and practices particularly as they relate to classroom teaching.

SCHOOL OF NURSING

DEAN: Cathleen M. Smith, R.N., M.N.

PROFESSOR:

Ruth E. Cole, R.N., Ph.D.

ASSISTANT PROFESSORS:

Anna Chambless, R.N., M.N.Sc.

Nancy Clark, R.N., M.P.H.

#Vickie Keck, R.N., M.S.N.

Nancy Leslie, R.N., M.S.N.

Dana Lester, R.N., M.N.Sc.

Rebecca Matthews, R.N., M.N.Sc.

*Elissa Lane, Miller, R.N., M.N.Sc.

Cathleen M. Smith, R.N., M.N.Sc.

#Charlotte Stephenson, R.N., M.S.N.

Louise Truex, R.N., M.S.N.

INSTRUCTOR:

#Susan Bumpass, R.N., M.Ed.

ASSOCIATE INSTRUCTORS:

Linda Brown, R.N., B.S.N.

Martha Farrar Highfield, R.N., B.S.N.

Priscilla Hardin, R.N., B.S.N.

Dee Ann Martin, R.N., B.S.N.

Jerry R. Myhan, R.N., B.S.N.

Nancy Baither Symanowitz, R.N., B.S.N.

ADJUNCT PROFESSORS:

Jimmy C. Citty, M.D.

William D. White, M.D., F.A.C.G.

ADJUNCT ASSISTANT PROFESSORS for 1978-79:

Marilyn Cox, M.S.

Linda Coleman, R.N., M.S.N.

Melinda Henderson, R.N., M.S.N.

Linda Robinson, R.N., M.S.N.

Judith Seidenschnur, R.N., M.S.N.

*Resigned effective December 15, 1978.

#Appointment effective August 27, 1979.

The School of Nursing believes that man is a unique being who possesses individual worth and dignity because he is created in the image of God. The School also believes that man's basic nature is comprised of physical, psychological, social, and spiritual dimensions. Therefore, Harding 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 space of four years achieving a Bachelor of Science in Nursing degree. Graduates with the nursing major are eligible to write any State Board Test Pool Examination for registered nurse licensure. 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 the University and are placed in a variety of public and private agencies which serve as clinical facilities.

A minimum cumulative average of 2.00, a minimum grade point average of 2.30 in the prenursing curriculum, successful completion of a basic mathematics test, and junior standing in the University are required before entering the nursing program. The 2.30 grade point average must be maintained for the degree to be conferred. Priority for admission will be given those who have a high cumulative average. All prerequisite courses must be completed successfully with a minimum grade of "C" in each before a student may enter the nursing program. The required prerequisite courses include: Biology 271, 275, 276; Chemistry 111, 115; English 103; Home Economics 331; Mathematics 105 or a more advanced course in mathematics; Nursing 201; Psychology 201, 240; and Sociology 203. See the prenursing curriculum outlined on pages 58 and 59.

Required general education courses to be completed before graduation include: Art 101 or Music 101; two courses from English 201, 202, 251, 252, 271, 272; History 101, 111; 4 hours in physical education activity, including Physical Education 101; one course from Anthropology 250, 311, 315, 320, 381 or Sociology 301, 305, 345; and Speech 101.

In addition, the applicant must present medical certification of good health, current immunization, and satisfactory blood work and tuberculin skin test within three months of admission to upper-level courses.

Progression of a student in the program is contingent upon his achieving a grade of "C" or higher in each nursing course with the maintenance of an overall cumulative average of 2.30. 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.

ADMISSION

ADMISSION PROCEDURE: Interested students should contact the Admissions Office of Harding University. Admission to Harding is essential before consideration can be given to admission to the nursing major. Students at the sophomore level, who have met all requirements for admission (or will meet these requirements by the following August), must file an application form with the School of Nursing by February 1 of the year they wish to enter. 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 prerequisite requirements have been met. Official admission to the nursing major can be granted only after successful completion of Nursing 201.

Students transferring into the nursing major generally require four additional semesters to complete degree requirements. Placement in the nursing major is dependent upon successful completion of all prerequisite courses and academic achievement. Any student considering a transfer from another baccalaureate program in nursing should consult with the Dean of the School of Nursing. These applicants will be appraised individually for placement in the major. Transfer students must complete all of the general education courses required for the Bachelor of Science in Nursing degree, including a minimum of 8 hours of textual Bible courses outlined on page 43.

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 less than 2 units of high school algebra and/or who have an ACT mathematics score less than 26 should take Mathematics 105 or equivalent in the summer preceding the fall semester they plan to enter Harding as a freshman. This is necessary to qualify students for enrolling in Chem. 111, 115, a prerequisite to Biol. 271, 275, 276.

Registered nurses who have graduated from a National League for Nursing approved program and who are eligible for licensure in Arkansas may apply for admission to the nursing major after meeting the entrance requirements of Harding. The curriculum is flexible to consider the previous learning experiences of registered nurses and each applicant will be evaluated individually for placement in the major.

EXPENSES

ADDITIONAL EXPENSES FOR NURSING MAJORS: Students should expect additional expenses from the time they reach Nursing 301 until the end of the program. These are as follows:

| Year | Item | Amount* |
|--------|--|-------------|
| Junior | Entrance examinations | \$15.00 |
| | Uniforms and caps | 55.00-65.00 |
| | Name pin | 2.50 |
| | Emblem | .75 |
| | Bandage scissors | 3.50-5.00 |
| | Watch with second hand (May be inexpensive) | variable |
| | Stethoscope | 25.00-35.00 |
| | Liability insurance | 20.00/year |

| | | |
|--------|--|------------|
| Senior | Exit Examinations | 15.00 |
| | Nursing liability insurance | 20.00/year |
| | School pin | 26.00 |
| | Senior graduating expenses (white uniform, pictures, etc., in addition to regular school expenses) | 50.00 |

*Costs listed are approximate and subject to change. Each student must carry liability insurance which costs approximately \$20.00 per year. **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 HARDING UNIVERSITY HONOR SOCIETY OF NURSING, a local society, was installed at Harding in the fall of 1976. Honorary membership in the society is open to students who have shown marked qualities of character, leadership, and ability in nursing, and who have maintained a high scholastic average. Baccalaureate students are eligible for membership in the second semester of their junior year. Membership is limited to not more than 25 per cent of a given class.

MAJOR: 53 hours in nursing, including 301, 302, 303, 304, 305, 311, 312, 313, 314, 401, 404, 405, 411, 412, 414, 415, and 4 hours elected from 402, 403, 406, 413, 451. A minor is not required. See page 70 for outline of major.

201. INTRODUCTION TO NURSING. (4) Spring, Summer.

An introductory course to acquaint the students with nursing theories, roles and functions. Nursing trends are studied based on a historical perspective. Basic concepts of health care are explored in relation to the individual and health care delivery in the United States. The course is open to all 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 and six hours arranged laboratory per week. Prerequisite: second semester sophomore level or higher.

301x. NURSING THEORY I. (4) Fall.

The nursing care of individuals experiencing functional and dysfunctional adaptation is discussed in the physical, psychological, social and spiritual dimensions of man. The course is conducted through a variety of teaching strategies. Four hours lecture per week. Prerequisite: Level I Standing. Taken concurrently with 302, 303, 304, 305.

302x. NURSING PROCESS I. (3) Fall.

A course designed to develop the student's ability to use the nursing process for nursing care of all clients. A variety of teaching methods is used, such as lecture, group discussion, programmed instruction, audiovisuals, and hypothetical nursing practice. Three hours lecture-discussion per week. Prerequisite: Level I Standing.

303x. NURSING INTERACTION. (2) Fall.

A course planned to provide students with experience in the process of basic communication. The concepts of communication, self-image, interviewing, caring and assertion will be explored. Experiences in the classroom are planned to promote self-awareness with beginning recognition and management of one's own attitudes, values, beliefs, and behavior as these affect others. Two hours lecture-discussion per week. Prerequisite: Level I Standing.

304x. NURSING PRACTICUM I. (3) Fall.

A clinical course which integrates the concepts of 301, 302, 303 and 305 from the theoretical presentation to nursing practice in the direct care of individuals experiencing functional and dysfunctional adaptation. Clinical experience will be provided in a variety of health care settings. Nine hours of practicum per week. Prerequisite: Level I Standing.



305x. 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 laboratory arranged per week. Prerequisite: Level I Standing.

311x. NURSING THEORY II. (4) Spring.

Nursing care of individuals experiencing functional and dysfunctional adaptation as related to selected concepts is discussed. This course builds on 301 Nursing Theory I. Four hours of lecture per week. Prerequisite: Level I Standing and 301. Taken concurrently with 312, 313, 314.

312x. NURSING PROCESS II. (3) Spring.

A continuation of 302, this course is designed to further develop and promote the systematic use of the nursing process with an emphasis on assessment. Decision-making theory, teaching-learning strategies, the multidisciplinary health team, and quality assurance are the major topics discussed. One hour lecture and six hours nursing laboratory per week. Prerequisite: Level I Standing and 302.

313x. NURSING INTERACTION II. (2) Spring.

A course designed to acquaint the student with the process of helping and counseling individuals and groups. Two hours lecture-discussion per week. Prerequisite: Level I Standing and 303.

314x. NURSING PRACTICUM II. (4) Spring.

A continuation of 304, this clinical course in nursing practice integrates the concepts of 311, 312, and 313 for practical application to the direct care of individuals experiencing functional and dysfunctional adaptation. Experiences will be provided in a variety of settings. Twelve hours practicum per week. Prerequisite: Level I Standing and 304.

401x. NURSING THEORY III. (4) Fall.

A continuation of the study of the four dimensions of man with focus on the nursing care of functional and dysfunctional individuals and families. Family theories, cultural concepts, and related theories of life style, reproduction, and crisis are presented by various teaching strategies. Four hours per week. Prerequisite: Level II Standing. Taken concurrently with 404, 405 and 412.

402x. METHODS OF CHILDBIRTH EDUCATION. (2) Spring. Offered on sufficient demand.

An elective course presenting study of prenatal education as a function of the professional nurse. Technique described by Lamaze, and other methods are studied. Two hours lecture-discussion per week. Prerequisite: Level I or II Standing.

403x. NURSING MINISTRY. (2) Spring. Offered on sufficient demand.

An elective course designed to study the spiritual dimensions of the client. Emphasis will be placed on the special role of the nurse in meeting spiritual needs of clients in various health settings. Two hours lecture-discussion per week. Prerequisite: Level I or II Standing.

404x. NURSING PRACTICUM III. (4) Fall.

A clinical course that binds on Nursing 314 and integrates concepts of Nursing 401 and 405 to operationalize the theoretical concepts into nursing practice. Students plan and provide direct and semi-direct nursing care. Twelve hours of practicum per week. Prerequisite: Level II Standing.

405x. NURSING ROLES AND FUNCTIONS II. (4) Fall.

This course examines the rural primary health care systems and the role of the baccalaureate nurse within that system. Diagnosis and treatment modalities pertinent to the nurse are discussed. Four hours lecture discussion per week. Prerequisite: Level II Standing.

406x. ALTERNATE HEALING PHILOSOPHIES. (2) Spring. Offered on sufficient demand.

An elective course exploring the relationships of alternate healing philosophies such as chiropractic, hypnosis, nutrition, biofeedback, relaxation, folk medicine, acupuncture, faith healing and self-help to the nurse-client system. Emphasis will be 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.

411x. NURSING THEORY IV. (4) Spring.

Broad concepts such as health care planning, negotiation, resources, missions, and leadership augment previous theoretical concepts related to individuals and families experiencing functional and dysfunctional adaptation. The principle that the community is an integrated whole with interacting systems is explored along with the application of this principle to nursing care planning. Four hours lecture per week. Prerequisite: Level II Standing and 401. Taken concurrently with 414, 415.

412x. RESEARCH IN NURSING. (3) Fall, Summer.

Basic research concepts with application to professional nursing are introduced. Nursing research will be explored and related to current nursing practice. Three hours lecture per week. Prerequisite: Level II Standing.

413x. HEALTH CARE MISSIONS IN DEVELOPING COUNTRIES. (2) Spring.

Offered on sufficient demand.
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 adapt modern health care modalities to existing resources. Two hours lecture-discussion per week. Prerequisite: Level I or II Standing or consent of instructor.

414x. NURSING PRACTICUM IV. (4) Spring.

A clinical course which incorporates previous theoretical concepts from the nursing courses with emphasis on semi-direct and indirect nursing care with a variety of clients. Twelve hours laboratory per week. Prerequisite: Level II Standing and 404.

415x. NURSING ROLES AND FUNCTIONS III. (2) Spring.

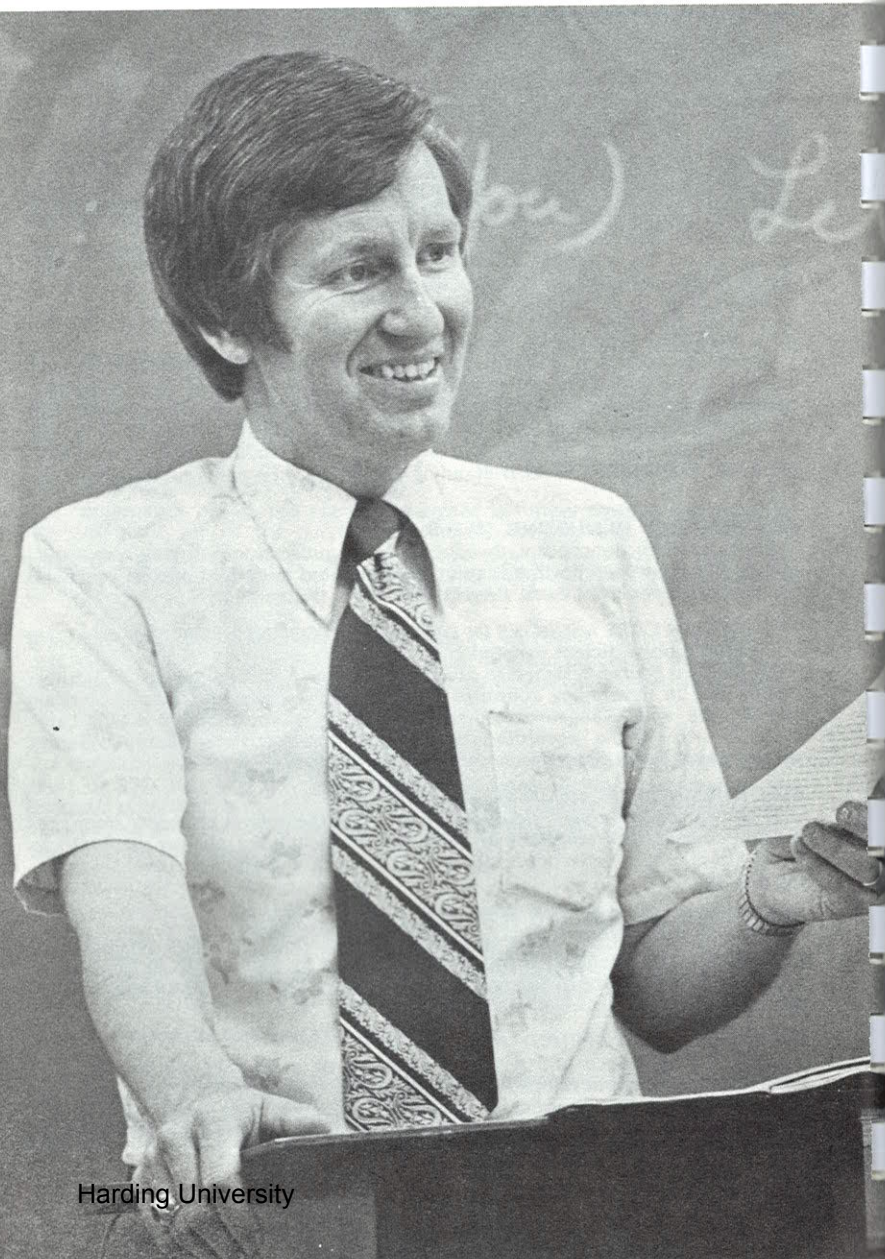
Emerging roles of the nurse are analyzed. Sociopolitical focus, professional organizations, and nursing practice are discussed as they relate to the nurse-agency sub-system of the health care delivery system. Two hours lecture-discussion per week. Prerequisite: Level II Standing and 405.

451. INDEPENDENT STUDY. (1-4) Offered on demand.

Under the guidance and with the approval of a selected nursing faculty member, the student develops behavioral objectives appropriate to the topic being studied and a plan of action to achieve the objectives. The independent study may be experimental, directed reading, study or research. Offered each semester upon approval of the Dean. May be repeated.

**DIRECTORY OF PERSONNEL
APPENDIX
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BOARD OF TRUSTEES

ROY H. SAWYER, JR., Sardis, Mississippi
Chairman

RICHARD H. GIBSON, Longview, Texas
Vice Chairman

JIM BILL McINTEER, Nashville, Tennessee
Secretary

JAMES H. CONE, Little Rock, Arkansas
Treasurer

FLANOY ALEXANDER, Delight, Arkansas

D. F. ANGUISH, Dresden, Ohio

JOHN D. BALDWIN, Holyoke, Colorado

GEORGE S. BENSON, LL.D., Searcy, Arkansas

RICHARD E. BURT, D.D.S., Richardson, Texas

DAVID PAUL BURTON, Newport, Arkansas

HAROLD N. COGBURN, M.D., Forrest City, Arkansas

JAMES B. ELLERS, Memphis, Tennessee

HOUSTON T. EZELL, Nashville, Tennessee

CLIFTON L. GANUS, JR., Ph.D., Ex-Officio, Searcy, Arkansas

JACK J. GOODE, Memphis, Tennessee

LOUIS E. GREEN, Newark, Delaware

DALLAS H. HARRIS, Boise, Idaho

W. C. HATFIELD, Dallas, Texas

OLEN HENDRIX, Prescott, Arkansas

HILLARD E. JOHNMEYER, Vichy, Missouri

THOMAS LEMAN JOHNSON, Wenatchee, Washington

HOUSTON T. KARNES, Ph.D., Baton Rouge, Louisiana

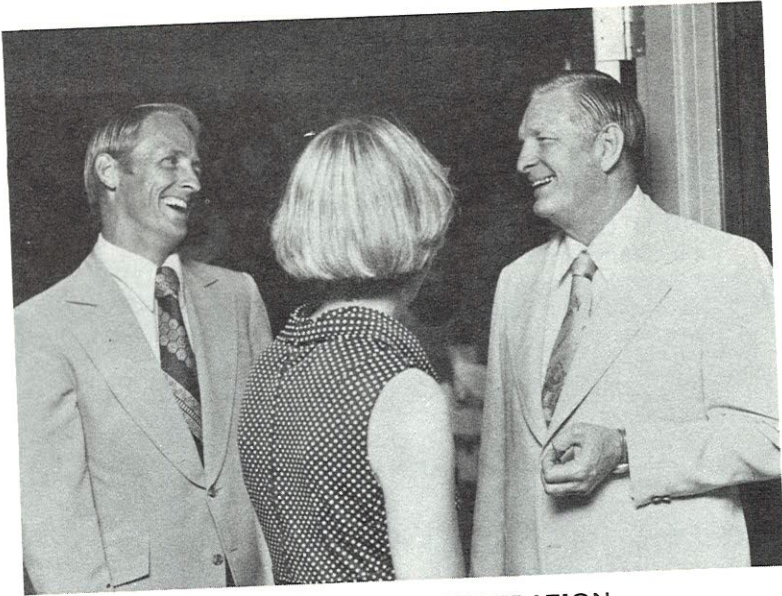
CARRIE LOU (MRS. QUENTIN) LITTLE, Ardmore, Oklahoma

MILTON H. PEEBLES, Saratoga, Arkansas

DAN E. RUSSELL, M.D., Shreveport, Louisiana

DONALD LEWIS SHORES, Cave Springs, Arkansas

NINA G. (MRS. ROBERT S.) WARNOCK, Magnolia, Arkansas



**OFFICERS OF ADMINISTRATION
1979-80**

CLIFTON L. GANUS, JR., Ph.D, President of the University
 BILL R. COX, M.B.A., LL.D., C.P.A., Vice President and Director of
 the American Studies Program
 LOTT R. TUCKER, JR., B.A., Vice President for Finance and
 Business Manager
 C. FLOYD DANIEL, B.S., Vice President for Development
 JOSEPH E. PRYOR, Ph.D., Vice President for Academic Affairs
 and Dean of the College of Arts and Sciences
 DAVID B. BURKS, Ph.D., C.P.A., Dean of the School of Business
 BOBBY L. COKER, Ed.D., Dean of the School of Education
 CATHLEEN M. SMITH, R.N., M.N., Dean of the School of Nursing
 HAROLD HAZELIP, Ph.D., Dean of the Graduate School of
 Religion, Memphis, Tennessee
 WYATT JONES, Ed.D., Director of Graduate Studies
 JAMES F. CARR, JR., Ed.D., Assistant to the President and Direc-
 tor of the Summer Session
 TED M. ALTMAN, Ed.D., Dean of Students and Foreign Student
 Advisor
 VIRGIL M. BECKETT, B.A., Registrar
 EDDIE R. CAMPBELL, M.A.T., Dean of Men
 MARIBETH DOWNING, Ed.S., Dean of Women
 FRED J. ALEXANDER, Ed.D., Director of Admissions
 HARRY D. OLREE, Ed.D., Director of Research
 WINNIE E. BELL, M.A.L.S., Librarian
 A. EDWARD HIGGINBOTHAM, M.S.E., Superintendent of the
 Academy
 Harding University

FRED J. ALEXANDER, Ed.D., (Memphis State University)
 Director of Admissions and Director of Junior College Rela-
 tions. 1968, 1969*.
 THOMAS C. ALEXANDER, M.Th. (Harding Graduate School of
 Religion)
 Instructor in Bible. 1978.
 JAMES R. ALLEN, M.R.E., Hh.D. (Harding Graduate School of
 Religion, Oklahoma Christian College)
 Associate Professor of Bible. 1959, 1971.
 TED M. ALTMAN, Ed.D. (North Texas State University)
 Dean of Students, Foreign Student Advisor, and Associate Pro-
 fessor of Physical Education. 1963, 1972.
 GEORGE EDWARD BAGGETT, D.M.E. (University of Oklahoma)
 Associate Professor of Music. 1949, 1974.
 KARYL V. BAILEY, Ph.D. (Texas A&M University)
 Associate Professor of Physical Education. 1967, 1976.
 JAMES D. BALES, Ph.D. (University of California)
 Professor of Christian Doctrine. 1944, 1947.
 BARBARA G. BARNES, M.A.T. (Harding College)
 Assistant Professor of Physical Education. 1966, 1972.
 JEROME M. BARNES, Ed.D. (North Texas State University)
 Professor of Education and Director of Educational Media
 Center. 1962, 1976.
 CECIL M. BECK, M.A. (North Texas State University)
 Associate Professor of Physical Education. 1953, 1971.
 VIRGIL M. BECKETT, B.A. (Harding College)
 Registrar. 1958, 1960.
 MILDRED L. BELL, Ph.D. (University of Minnesota)
 Professor of Home Economics and Chairman of the Depart-
 ment. 1952, 1959.
 WINNIE E. BELL, M.A.L.S. (George Peabody College)
 Associate Professor of Library Science and Librarian. 1959,
 1976.
 TROY J. BLUE, M.A. (George Peabody College)
 Assistant Professor of Mathematics. 1967.
 JOHN G. BOUSTEAD, M.Ed. (Wayne State University)
 Assistant Professor of Physical Education. 1978.
 BILLY G. BRANT, M.A. (University of Kansas)
 Assistant Professor of Speech. 1974, 1977.
 PATRECIA G. BRANT, M.Ed. (Harding College)
 Instructor in Speech. 1977, 1979.
 **RODGER LEE BREWER, M.A. (East Texas State University)
 Instructor in English. 1973, 1976.

*First date indicates year of employment; second date, year appointed to present rank or position.

**On leave of absence 1978-79.

- ARNOLD ROBERT BROWN, M.D. (University of Tennessee School of Medicine)
Clinical Counselor. 1978.
- HARMON C. BROWN, Ph.D. (University of Missouri at Rolla)
Assistant Professor of Mathematics. 1974.
- LINDA D. BROWN, B.S.N., R.N. (University of Tennessee School of Nursing)
Associate Instructor in Nursing. 1977.
- LOIS L. BROWN, M.A. (San Diego State College)
Assistant Professor of Special Education. 1973.
- JESS G. BUCY, M.S.E. (Arkansas State University)
Associate Professor of Physical Education. 1969, 1976.
- DAVID B. BURKS, Ph.D., C.P.A. (Florida State University)
Associate Professor of Management and Accounting and Chairman of the Department of Business and Economics. 1967, 1976.
- EDDIE R. CAMPBELL, M.A.T. (Harding College)
Dean of Men. 1965, 1969.
- KATHRYN R. CAMPBELL, M.A.T. (Harding College)
Assistant Professor of Health Education. 1970, 1971.
- MARTHA CAMPBELL, B.M.E. (Memphis State University)
Associate Instructor in Music. 1978.
- STEPHEN L. CAMPBELL, B.M. (Memphis State University)
Associate Instructor in Music. 1978.
- JAMES F. CARR, JR., Ed.D. (Indiana University)
Assistant to the President, Director of the Summer Session, and Professor of Education. 1970, 1973.
- LAVON CARTER, M.B.A. (University of South Carolina)
Instructor in Management and Finance. 1976.
- ANNA L. CHAMBLESS, R.N., M.N.Sc. (University of Arkansas School of Nursing)
Assistant Professor of Nursing. 1975, 1977.
- JIM C. CITY, M.D. (University of Tennessee School of Medicine)
Adjunct Professor of Nursing. 1976.
- NANCY S. CLARK, R.N., M.P.H. (University of Michigan)
Assistant Professor of Nursing. 1977.
- JOSEPHINE CLEVELAND, D.A. (University of Mississippi)
Associate Professor of English. 1966, 1975.
- EDDIE CLOER, M.Th. (Harding Graduate School of Religion)
Instructor in Bible. 1976.
- EARL W. COBILL, M.A. (University of Mississippi)
Assistant Professor of Political Science. 1973, 1976.
- BOBBY L. COKER, Ed.D. (University of Arkansas)
Professor of Education, Chairman of the Department, and Director of Teacher Education. 1968, 1978.
- RUTH E. COLE, Ed.D. (Indiana University)
Professor of Nursing. 1978.

- AVA M. CONLEY, M.A. (Vanderbilt University)
Assistant Professor of Spanish. 1973.
- HEIL B. COPE, Ph.D. (University of Missouri)
Professor of Journalism and Chairman of the Department. 1936, 1947.
- BOBBY I. CORBIN, M.Ed. (University of Oklahoma)
Associate Professor of Physical Education and Research Associate. 1964, 1973.
- BILLY RAY COX, M.B.A., LL.D., C.P.A. (Southern Methodist University, Oklahoma Christian College)
Vice President, Professor of Business Administration, and Director of the American Studies Program. 1964, 1976.
- TRAVIS ALLEN COX, M.M., M.L.S. (Southern Methodist University, George Peabody College)
Assistant Professor of Violin and Cataloging Librarian. 1975.
- SHAREN DEACON CROCKETT, M.S. (Ohio State University)
Assistant Professor of Home Economics and Director of the Nursery School. 1968, 1972.
- C. FLOYD DANIEL, B.S. (Auburn University)
Vice President for Development. 1965, 1974.
- KENNETH L. DAVIS, JR., D.Mus. (Indiana University)
Professor of Music. 1953, 1970.
- LINDA DAVIS, M.C.D. (University of Mississippi)
Instructor in Speech. 1976.
- DONALD P. DIFFINE, Ph.D. (University of Mississippi)
Associate Professor of Economics and Director, Center for Private Enterprise Education. 1971, 1977.
- FAYE M. DORAN, Ed.D. (Pennsylvania State University)
Associate Professor of Art. 1973, 1978.
- RONALD H. DORAN, M.S. (University of South Carolina)
Assistant Professor of Biological Science. 1968, 1973.
- MARIBETH DOWNING, Ed.S. (Northeast Louisiana University)
Dean of Women. 1974.
- ALVA GENE DUGGER, M.S. (University of Missouri at Rolla)
Director of Computing and Assistant Professor of Mathematics. 1969, 1975.
- J. RICHARD DUKE, M.Ed. (Harding College)
Instructor in Education. 1978.
- J. THOMAS EDDINS, M.Th. (Harding Graduate School of Religion)
Assistant Professor of Bible. 1975, 1978.
- BERNADINE EGLY, M.S.S.W. (University of Missouri)
Assistant Professor of Social Work and Director of Social Work. 1970, 1973.
- DAVID T. ELLIOTT, M.A.T. (Harding College)
Assistant Professor of Physical Education. 1969, 1977.

- GARY D. ELLIOTT, Ph.D. (Kansas State University)
Associate Professor of English and Chairman of the Department. 1967, 1976.
- MORRIS RAY ELLIS, M.A. (Stephen F. Austin State University)
Assistant Professor of Speech. 1971, 1976.
- JAMES DONALD ENGLAND, Ph.D. (University of Mississippi)
Professor of Chemistry. 1960, 1971.
- LYNN ALEXANDER ENGLAND, M.A. (University of Mississippi)
Assistant Professor of Home Economics. 1966, 1976.
- CLIFTON L. GANUS, JR., Ph.D. (Tulane University)
President of the College and Professor of History. 1946, 1965.
- CLIFTON L. GANUS III, D.M.A. (University of Colorado)
Associate Professor of Music. 1968, 1977.
- PATRICK H. GARNER, Ph.D. (University of Oklahoma)
Assistant Professor of Speech. 1972, 1977.
- STANLEY B. GREEN, B.S.E. (University of Houston)
Instructor in Art and Director of Publicity and Public Relations. 1966, 1971.
- PRISCILLA G. HARDIN, B.S.N., R.N. (University of Alabama at Birmingham)
Associate Instructor in Nursing. 1976.
- MARY ANN HARRIS, Ed.D. (Memphis State University)
Associate Professor of Education. 1978.
- FRANKLIN D. HAYES, M.L.S. (George Peabody College)
Assistant Professor of Library Science and Periodicals Librarian. 1975, 1978.
- EARL CONARD HAYS, B.D. (Southern Methodist University)
Professor of Bible and Church History and Assistant to the Chairman of the Department of Bible, Religion and Philosophy. 1953, 1972.
- ROBERT L. HELSTEN, M.A. (Harding Graduate School of Religion)
Associate Professor of Bible and German. 1958, 1972.
- JAMES R. HENDERSON, M.S., C.P.A. (Memphis State University)
Assistant Professor of Accounting. 1978.
- MARTHA FARRAR HIGHFIELD, B.S.N., R.N. (University of Tennessee School of Nursing)
Associate Instructor in Nursing. 1977.
- WILLIAM W. HOLLAWAY, Ph.D. (North Texas State University)
Professor of Music. 1966, 1977.
- JEFFREY T. HOPPER, M.M. (Southern Illinois University at Edwardsville)
Assistant Professor of Music. 1974, 1977.
- THOMAS M. HOWARD, Ed.D. (University of Arkansas)
Assistant Professor of Political Science and Director of Institutional Testing. 1972, 1977.

- DWIGHT E. IRELAND, M.S. (Texas A&M University)
Instructor in Psychology. 1977.
- ALLAN L. ISOM, Ed.D. (New Orleans Baptist Theological Seminary)
Professor of Bible. 1963, 1978.
- ALICE K. JEWELL, M.A. (Indiana University)
Assistant Professor of English. 1968, 1972.
- FRED R. JEWELL, Ed.D. (Ball State University)
Associate Professor of History. 1968, 1976.
- *KENNETH JOHNSON, M.B.A., C.P.A. (University of Wisconsin)
Assistant Professor of Accounting. 1976.
- RICHARD A. JOHNSON, M.Ed. (Harding College)
Assistant Professor of Physical Education. 1969, 1976.
- CHARLES M. JOINER, M.S.S.W. (University of Tennessee)
Assistant Professor of Social Work. 1977.
- JERRY L. JONES, Th.D. (New Orleans Baptist Theological Seminary)
Associate Professor of Bible and Chairman of the Department of Bible, Religion, and Philosophy. 1966, 1974.
- JOE DALE JONES, M.A. (Harding Graduate School of Religion)
Assistant Professor of Bible. 1975, 1978.
- WYATT JONES, Ed.D. (University of Alabama)
Director of Graduate Studies and Professor of Education. 1975.
- JOHN E. KELLER, M.A. (University of Nebraska)
Instructor in Art. 1979
- ROBERT J. KELLY, Ed.D. (University of Mississippi)
Associate Professor of Business Education. 1969, 1978.
- MAURICE L. LAWSON, M.S. (University of Oklahoma)
Associate Professor of Physics. 1954, 1965.
- VIRGIL H. LAWYER, M.A. (North Texas State University)
Associate Professor of History and Social Science. 1961, 1973.
- NANCY L. LESLIE, R.N., M.S.N. (University of Tennessee School of Nursing)
Assistant Professor of Nursing. 1976.
- DANA H. LESTER, R.N., M.N.Sc. (University of Arkansas School of Nursing)
Assistant Professor of Nursing. 1976.
- THEODORE R. LLOYD, M.S. (University of Mississippi)
Associate Professor of Physical Education. 1964, 1973.
- LARRY R. LONG, Ph.D. (Ohio State University)
Assistant Professor of English. 1976.
- JAMES E. MACKKEY, Ph.D. (University of Mississippi)
Professor of Physics. 1968, 1978.
- THOMAS A. MADDOX, M.B.A., C.P.A. (Memphis State University)
Assistant Professor of Business and Economics. 1978.

*On leave of absence 1978-79.

**Resigned at end of 1978 fall semester.

1979-1980 Harding University Catalog

- AVON L. MALONE, M.A. (Abilene Christian University)
Assistant Professor of Bible. 1974.
- DEE ANN MARTIN, B.S.N., R.N. (Harding College)
Associate Instructor in Nursing. 1977.
- WILTON Y. MARTIN, Ed.D. (University of Arkansas)
Assistant Professor of Recreation. 1972, 1973.
- ELIZABETH B. MASON, M.A. (George Peabody College)
Professor of Art. 1946, 1950.
- REBECCA L. MATTHEWS. R.N., M.N.Sc. (University of Arkansas
School of Nursing)
Assistant Professor of Nursing. 1976, 1978.
- DUANE McCAMPBELL, Ph.D. (University of Arkansas)
Associate Professor of English and Philosophy. 1969, 1978.
- DURWARD McGAHA, M.S.E. (Arkansas State University)
Assistant Director of Admissions. 1973.
- *W. ROBERT McKELVAIN, M.A. (Texas A&M University)
Assistant Professor of Psychology. 1975, 1976.
- JOHN T. McKINNEY, M.A. (Abilene Christian University)
Assistant Professor of Greek. 1974.
- JOSEPH E. McREYNOLDS, M.S. (Memphis State University)
Assistant Professor of Library Science and Reference Librarian.
1972, 1978.
- *ELISSA LANE MILLER, R.N., M.N.Sc. (University of Arkansas
School of Nursing)
Assistant Professor of Nursing. 1975.
- ERLE T. MOORE, Ed.D. (Columbia University)
Professor of Music and Chairman of the Department. 1949.
- *LEWIS L. MOORE, M.A.T. (Harding College)
Assistant Professor of Psychology and Assistant Director of
Counseling. 1970, 1973.
- MONA S. MOORE, B.A. (Central State University — Oklahoma)
Instructor in Music. 1957.
- JERRY D. MOTE, M.A.T. (Harding College)
Associate Professor of Physical Education. 1967, 1977.
- RAYMOND LEE MUNCY, Ph.D. (University of Mississippi)
Professor of History and Chairman of the Department of
History and Social Science. 1964, 1976.
- JERRY R. MYHAN, B.S.N., R.N. (St. Louis University School of
Nursing)
Associate Instructor in Nursing. 1978.
- JOHN W. NUNNALLY, M.S. (Florida State University)
Director of Computer Programming and Associate Professor of
Mathematics. 1975, 1978.
- BILL W. OLDHAM, Ed.D. (University of Northern Colorado)
Professor of Mathematics. 1961, 1978.

*On leave of absence 1978-79.

- 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.
- DENNIS M. ORGAN, Ph.D. (Texas Tech University)
Assistant Professor of English. 1967, 1972.
- CHARLES L. PARKER, M.A. (Memphis State University)
Instructor in Speech. 1977.
- L.V. PFEIFER, M.Div., M.Th. (Golden Gate Baptist Theological
Seminary)
Assistant Professor of Bible. 1973.
- PAUL M. PITT, M.A. (Tulsa University)
Assistant Professor of Art. 1971, 1974.
- CHARLES PITTMAN, M.A. (Memphis State University)
Associate Professor of English. 1962, 1976.
- MICHAEL V. PLUMMER, Ph.D. (University of Kansas)
Assistant Professor of Biology. 1970, 1976.
- *PAUL J. POLLARD, M.Th., B.Litt. (Harding Graduate School of
Religion, Mansfield College of Oxford University)
Assistant Professor of Bible. 1974.
- WALTER L. PORTER, Ph.D. (George Peabody College)
Professor of Psychology. 1971, 1978.
- DEAN B. PRIEST, Ph.D. (University of Mississippi)
Professor of Mathematics and Chairman of the Department.
1962, 1974.
- C. JOHN PROCK, M.T. (Southwestern Oklahoma State Univer-
sity)
Associate Professor of Physical Education. 1960, 1971.
- JOSEPH E. PRYOR, Ph.D. (Louisiana State University)
Vice President for Academic Affairs, Dean of the College, and
Professor of Physical Science. 1944, 1973.
- NEALE T. PRYOR, Th.D. (New Orleans Baptist Theological
Seminary)
Professor of Bible. 1962, 1975.
- WARD BRYCE ROBERSON, Ph.D. (Utah State University)
Professor of Biological Science. 1964, 1978.
- DON D. ROBINSON, A.M. (Colorado State University)
Associate Professor of Art and Chairman of the Department.
1962, 1978.
- WILLIAM F. RUSHTON, M.A. (University of Arkansas)
Associate Professor of Biological Science. 1960, 1974.
- JOHN H. RYAN, Ph.D. (University of Missouri)
Professor of Speech. 1961, 1975.
- MARJORIE H. RYAN, M.A.T. (Harding College)
Assistant Professor of Physical Education. 1961, 1966.

*On leave of absence 1978-79.

1979-1980 Harding University Catalog

ED SANDERS, M.A. (Harding Graduate School of Religion)
Assistant Professor of Bible and Director of Christian
Communications Program. 1973, 1974.

JACK WOOD SEARS, Ph.D. (University of Texas)
Professor of Biological Science and Chairman of the Depart-
ment. 1945.

JOE T. SEGRAVES, Ph.D. (University of Kentucky)
Professor of History. 1963, 1977.

ANN R. SEWELL, M.M. (Hardin-Simmons University)
Assistant Professor of Music. 1961, 1964.

EDWARD G. SEWELL, Ph.D. (University of Texas)
Professor of Education. 1947, 1965.

DON SHACKELFORD, Th.D. (New Orleans Baptist Theological
Seminary)
Associate Professor of Bible and Director of Mission/Prepare
Program. 1972, 1977.

CLIFFORD E. SHARP, M.S.T. (Antioch College)
Assistant Professor of Earth Science. 1969, 1972.

CARROLL W. SMITH, Ph.D. (University of Oklahoma)
Associate Professor of Chemistry and Research Associate.
1968, 1973.

CATHLEEN M. SMITH, R.N., M.N. (Emory University)
Assistant Professor of Nursing and Chairman of the Depart-
ment. 1976, 1977.

STEPHEN W. SMITH, Ph.D. (Florida State University)
Associate Professor of Mathematics. 1971, 1974.

SUZANNE F. SPURRIER, M.A. (University of West Virginia)
Assistant Professor of Library Science and Circulation
Librarian. 1975, 1978.

BARBARA KARAFFA STATOM, M.Ed. (Bowling Green State
University)
Assistant Professor of Business Education. 1973, 1976.

THOMAS R. STATOM, M.A.T. (Harding College)
Assistant Professor of History. 1967, 1972.

NANCY BAITHER SYMANOWITZ, B.S.N., R.N. (Harding College)
Associate Instructor in Nursing. 1978.

HEBER TAYLOR, Ph.D. (University of Missouri)
Professor of Journalism. 1978.

FRANCIS VAN TATE, Ph.D. (University of Nairobi)
Assistant Professor of Sociology. 1973, 1976.

JACK D. THOMAS, Ph.D. (Texas A&M University)
Associate Professor of Psychology, Chairman of the Depart-
ment, and Director of Counseling. 1974, 1977.

ELAINE C. THOMPSON, M.A. (Texas Woman's University)
Assistant Professor of Home Economics. 1954.

EVA M. THOMPSON, Ph.D. (Texas Woman's University)
Associate Professor of Home Economics. 1970.

LOUISE TRUEX, R.N., M.S.N. (Wayne State University)
Assistant Professor of Nursing. 1975.

ERMAL H. TUCKER, M.S. (Kansas State Teachers College)
Associate Professor of Business Education. 1957, 1971.

LOTT R. TUCKER, JR., B.A. (Harding College)
Vice President for Finance and Business Manager. 1951, 1970.

BETTY THORNTON ULREY, M.Ed. (Harding College)
Assistant Professor of English. 1967, 1976.

EVAN ULREY, Ph.D. (Louisiana State University)
Professor of Speech and Chairman of the Department. 1950.

LAWRENCE EUGENE UNDERWOOD, M.Ed. (Auburn University)
Assistant Professor of English. 1970, 1972.

C. MARK VanRHEENEN, M.B.A., C.P.A. (North Texas State
University)
Assistant Professor of Accounting. 1976, 1978.

BILLY D. VERKLER, Ph.D. (Mississippi State University)
Professor of Sociology and Chairman of the Department of
Sociology and Social Services. 1957, 1974.

CHARLES R. WALKER, M.S. (University of Illinois)
Assistant Professor of Business and Marketing. 1965, 1973.

G. GARY WALKER, Ph.D. (University of Bangalore)
Visiting Professor of Missions. 1978.

RICHARD W. WALKER, Ph.D. (Louisiana State University)
Professor of Speech. 1953, 1968.

WILLIAM T. WALLACE, M.A. (George Peabody College)
Assistant Registrar. 1964, 1969.

WILL ED WARREN, M.A.R. (Harding Graduate School of
Religion)
Assistant Professor of Bible. 1974, 1977.

PHIL WATKINS, M.Ed. (Harding College)
Assistant Professor of Physical Education. 1974, 1977.

BETTY WORK WATSON, M.A. (Michigan State University)
Associate Professor of Elementary Education. 1968, 1978.

EDWARD WHITE, M.A. (Marshall University)
Associate Professor of English. 1969, 1978.

ESTELLE WHITE, M.Ed. (University of Arkansas)
Associate Professor of Mathematics. 1976.

STEVEN DALE WHITE, M.B.A. (University of Mississippi)
Instructor in Accounting. 1976.

WILLIAM D. WHITE, M.D., F.A.C.G. (University of Chicago Col-
lege of Medicine)
Adjunct Professor of Nursing. 1976.

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)
Associate Professor of Chemistry. 1970, 1974.

- ELIZABETH K. WILSON, M.A. (University of Alabama)
Assistant Professor of Home Economics. 1971, 1974.
- MURREY W. WILSON, M.A. (University of Arkansas)
Associate Professor of Education and Director of Student Teaching. 1957, 1976.
- GEORGE W. WOODRUFF, Ed.D. (Oklahoma State University)
Professor of Biology. 1966, 1978.
- DOROTHY S. WRIGHT, Dr. de l'Universite (University of Toulouse)
Associate Professor of French. 1968, 1974.
- WINFRED O. WRIGHT, Dr. de l'Universite (University of Toulouse)
Professor of French, Chairman of the Department of Modern Foreign Languages and Director of Cooperative Education. 1966, 1976.

EMERITI

- GEORGE STUART BENSON, M.A., LL.D.
President Emeritus and Emeritus Professor of Bible.
- WILLIAM LESLIE BURKE, M.A.
Emeritus Professor of Biblical Languages
- LLOYD CLINE SEARS, Ph.D.
Dean Emeritus and Emeritus Professor of English.

GRADUATE SCHOOL OF RELIGION**Memphis, Tennessee 38117**

- WILLIAM FLATT, Ed.D. (Memphis State University)
Registrar and Associate Professor of Counseling. 1965, 1973.
- HAROLD HAZELIP, Ph.D. (University of Iowa)
Dean of the Graduate School of Religion and Professor of Christian Doctrine. 1967, 1975.
- ANNIE MAY ALSTON LEWIS, A.M., M.A. (University of Chicago, Harding Graduate School of Religion)
Librarian. 1944, 1956.
- JACK P. LEWIS, Ph.D., Ph.D. (Harvard University, Hebrew Union College)
Professor of Bible. 1954.
- MAC LYNN, S.T.D. (San Francisco Theological Seminary)
Associate Professor of Ministry. 1973, 1975.
- DON L. MEREDITH, M.S.L.S. (University of North Carolina)
Associate Librarian. 1968, 1973.
- CARROLL DUANE OSBURN, D.Div., Ph.D. (Vanderbilt University, University of St. Andrews)
Associate Professor of New Testament. 1973, 1977.
- RICHARD OSTER, Ph.D. (Princeton Theological Seminary)
Assistant Professor of New Testament. 1978.
- JOHN A. SCOTT, Ph.D. (University of Pennsylvania)
Associate Professor of Counseling. 1959, 1966.

- PHILIP STATE, D.Miss. (Fuller Theological Seminary)
Associate Professor of Preaching and Missiology. 1971, 1977.
- JACK VANCIL, Ph.D. (Dropsie University)
Assistant Professor of Old Testament. 1977.
- THOMAS B. WARREN, Ph.D. (Vanderbilt University)
Professor of Philosophy of Religion and Apologetics. 1971.
- EARL WEST, Ph.D. (Indiana University)
Professor of Church History. 1955, 1968.

ACADEMY AND ELEMENTARY SCHOOL

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Sixth Grade, Elementary School. 1971.
- BETTY A. ALSTON, M.A. (Memphis State University)
Second Grade, Elementary School. 1969.
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Instructor in Business. 1976.
- BILLY RAY BARDEN, M.A.T. (Harding College)
Instructor in Science and Coach. 1967.
- HAZEL BLUE, B.A. (Harding College)
First Grade, Elementary School. 1967.
- LEE BOST, B.A. (Harding College)
Instructor in French. 1978.
- JAMES R. BROWN, M.S. (University of Arkansas)
Instructor in Mathematics. 1970.
- RUTH E. BROWNING, M.A.T. (Harding College)
Librarian and Instructor in History. 1959, 1974.
- GLENAVE CURTIS, B.S. (Harding College)
Instructor in Home Economics. 1971.
- JAMES A. DICKEY, M.Ed. (Harding College)
Instructor in Physical Education and Coach. 1977.
- BILL G. DILES, M.A.T. (Harding College)
Principal and Instructor in Bible and Business. 1963, 1967.
- ANTHONY M. FELKER, M.Ed. (Harding College)
Instructor in Social Studies and Physical Education. 1973.
- TONY FINLEY, M.S. (Southwest Missouri State University)
Instructor in Science. 1978.
- JEANNIE L. GILLMORE, M.A. (University of Missouri)
Instructor in English and Speech. 1978.
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Instructor in Business. 1962, 1967.
- MARYBELLE HELSTEN, B.A. (Harding College)
Fifth Grade, Elementary School. 1958.
- DAVID I. HENDERSON, B.A. (Harding College)
Instructor in Bible and Science. 1975.
- FLORENCE F. HENRY, M.A. (George Peabody College)
Music, Elementary School. 1957.

- AUBREY EDWARD HIGGINBOTHAM, JR., M.S.E. (University of Central Arkansas)
Superintendent. 1960, 1976.
- JAMES CRAIG JONES, B.A. (Harding College)
Instructor in Music and Director of Chorus and Band. 1977.
- EDWIN LAND, M.S.E. (Arkansas State University)
Guidance Counselor. 1974.
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Instructor in Art. 1976.
- LOIS LAWSON, M.A.T. (Harding College)
Third Grade, Elementary School. 1955.
- PETER R. McCOY, M.S.E. (Wayne State University)
Instructor in Social Science, English, and Bible. 1977.
- ANN B. NORWOOD, B.A. (Harding College)
Instructor in Physical Education. 1973.
- MATTIE SUE SEARS, M.A.T. (Harding College)
Fourth Grade, Elementary School. 1962.
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Instructor in English. 1974.
- KATHRYN WATTS, B.S. (Columbia University)
Instructor in Piano. 1964.
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Instructor in Mathematics. 1976.
- RAY A. WRIGHT, M.M.E., M.Ed. (North Texas State University, Harding College)
Instructor in Bible and English. 1968.
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Instructor in Social Studies. 1976.

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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. Applications should be made through the Bible Department.

W. P. EUBANKS MEMORIAL SCHOLARSHIP-LOAN FUND was established by Mr. E. R. Shannon of Clinton, in memory of Mr. and Mrs. W. P. Eubanks. From this fund, both loans and scholarships are available.

FANNING ORPHAN FUND is administered by a board located in Nashville, Tennessee. The grants range up to \$800 per year. Students may qualify if one or both parents are deceased. There is a requirement that the recipient work at the university two hours per day. Information can be obtained by writing to the Financial Aids Office. This fund is restricted to women students.

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.

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.

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.

DENZIL KECKLEY MEMORIAL SCHOLARSHIP FUND, established by Mildred 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 Bible program or Christian Communications Program) who are preparing to preach or teach the gospel on a full-time basis after graduation. Applications should be made through the Bible Department.

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.

RALEIGH MARTIN MEMORIAL SCHOLARSHIP FUND is made possible through the generosity of Dr. and Mrs. Maurice Hood of Austin, Texas. The scholarships are to be granted on the basis of need and scholarship with preference given to those students who plan to enter the mission field after graduation. Each recipient is requested, although not required, to return without interest the scholarship money which they received within a six-year period after their graduation so that others might benefit.

C. C. McQUIDDY MEMORIAL SCHOLARSHIP FUND established by the family of the late C. C. McQuiddy to assist a worthy student. Applications should be made to the President.

ORPHAN SCHOLARSHIP FUND was established by friends of Harding to assist students from certain orphan homes.

NEAL PEEBLES SCHOLARSHIP FUND, established by the will of Neal Peebles of Searcy, permits the interest of the fund to be used for scholarships for deserving students selected by the university.

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.

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.

READERS DIGEST FOUNDATION SCHOLARSHIP FUND is an endowment fund whose interest provides scholarship aid to a deserving student.

MISS 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. W. 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.

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. Applications should be made through the Student Financial Aid Office or to the Chairman of the Music Department.

THURMAN CHITWOOD SMITH SCHOLARSHIP FUND was established by his family in his memory for the purpose of assisting young men and women to reach their full potential in the work of the church.

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. Applications should be made through the President's Office.

A. J. AND ETHEL PUMPHREY STEPHENS SCHOLARSHIP FUND will provide a scholarship of \$1,500 to two Stephens scholars named each year.

RALPH STIRMAN SCHOLARSHIP was established by friends and relatives of Ralph Stirman, a member of the class of '42.

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. Application should be made early each year through the Dean of Students.

LANNY G. WILDMAN MEMORIAL FUND was established by the Sherman R. Wildman family of Moro, Illinois, in memory of their son, Lanny, who was killed June 12, 1966, in an automobile collision. The scholarship fund provides assistance to a Bible major.

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.

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.

EARHART LOAN FUND is used for loans to deserving 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 record. 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 Christian Communications Program, 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 New Orleans, Louisiana, 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.

IRA B. HENTHORN STUDENT LOAN FUND was established by a gift of stock to the university to help worthy students.

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 NUMBER 1 was established by Mr. and Mrs. W. P. Luse of Dallas, Texas. Funds provided by this trust are loaned 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.

KATE McMULLUM MORRIS MEMORIAL LOAN FUND was established by friends and relatives of 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. Application should be made to the President of Harding.

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.

MRS. JESSE P. SEWELL LOAN FUND is available to ministerial students who have attended Harding at least one semester and whose work and character are satisfactory. Recipients are to be chosen by the Chairman of the Bible Department, the Vice President for Academic Affairs, and the Vice President for Finance.

CARL AND CECIL SHORES MEMORIAL STUDENT LOAN FUND was established by the family and friends of Carl and Cecil Shores who were residents of Cave Springs. The loan fund was established to help needy students obtain a Christian education.

DR. WILLIAM WAYNE SMITH AND MARJORIE DWAYNE SMITH HARDEN MEMORIAL LOAN FUND FOR NURSING is to provide loans for deserving students in the nursing program. Special consideration will be given to students pursuing a career in research.

SPERRY 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.

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 1963.

IRA TULLOSS MEMORIAL LOAN FUND was established by the many friends of Mrs. Tulloss who enjoyed working with the college students.

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 the 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, Louisiana.

UTLEY AWARD, established by Mr. Morton Utley of Indianapolis, Indiana, is an annual award of half tuition for one semester at Harding to the freshman, sophomore, or junior man and woman showing the greatest development during the academic year. A faculty committee will determine the recipient.

WALL STREET JOURNAL MEDAL and a one-year subscription to the publication each spring are awarded to the business administration major who has the best academic records and has been using the **Wall Street Journal**. The award is made through the School of Business.

ESTABLISHING ADDITIONAL SCHOLARSHIP FUNDS: Studies have shown that for every student in college there is another student with equal ability who finds it financially impossible to obtain a college education. To invest in these students is a worth-while work. Harding University invites others to establish similar scholarships through gifts and legacies.

HONORS AND DEGREES
December 16, 1977

SUMMA CUM LAUDE

Robert Leslie Bonner
Sandra Lynn Collins
Carol Ann Dillard
David Jonathon Nixon
Michael John O'Keefe
Cathy Carolyn Pigg

| | |
|-----------------------------|------------|
| B.A. Bible | Arkansas |
| B.A. Speech Therapy | Arkansas |
| B.S.M.T. Medical Technology | New Mexico |
| B.A. Bible | Arizona |
| B.S. Art | Missouri |
| B.S. Accounting | Kentucky |

MAGNA CUM LAUDE

Mary Lee Burcham
Linda Karen Huffman
Denise P. Messick
Robin F. Newberry
Roselinda K. Tipton
George F. Turner

| | |
|---------------------------|---------------|
| B.A. Music Education | Missouri |
| B.A. Elementary Education | Ohio |
| B.S. Social Work | Arkansas |
| B.S. Art | West Virginia |
| B.A. Speech | Texas |
| B.A. History | Georgia |

CUM LAUDE

Daniel Ballenger
Michael W. Borger
Steven Butterfield
Gregory Allen Crowe
Myla Cecelia Davis
Debra DeLaughter
Wendell Fred Glass
Stephen Hawley
Tina Jackson
Teah Lynn McWhorter
Hank Mitchell Oakes
Craig E. Richardson
Denise Ann Roberts
Curtis Wayne Sparks
Larry Stalley
Susan Lynn Vaughn

| | |
|----------------------------|-------------|
| B.S. Biology | Arkansas |
| B.S. Finance | Texas |
| B.A. Psychology & Bible | Oklahoma |
| B.A. Psychology | Colorado |
| B.S. Accounting | Louisiana |
| B.A. Business Education | Texas |
| B.A. Business Education | Louisiana |
| B.A. Social Science | Texas |
| B.A. Business Education | Arkansas |
| B.A. Music Education | Georgia |
| B.A. Mathematics Education | Arkansas |
| B.A. Biblical Languages | Netherlands |
| B.A. Business Education | Illinois |
| B.A. Bible | Illinois |
| B.A. Biblical Languages | Illinois |
| B.A. Special Education | California |
| | Ohio |

BACHELOR OF ARTS

Robert Tulon Akins
Deborah Kay Arnn
Sherri Ann Barber
Timothy Brian Bass
Craig Wyeth Beard
Cedric Wayne Byrd
Elizabeth Anne Chappell
Melvin J. Emberson
Wendell Fred Glass
Meta Kay Grant
Robert Harper
Gary Harris
Randy Howard Harrod
Charles V. Howell
Phil Lynn McCormick
Danny Earl McQuiddy
C. Robin Miller
Diane Marie Morey
Jody Lynn Nixon
Leslie J. Noble
Larry H. Oehlerts
Michael R. Oliver
Aubrey Dwaine Powell
John R. Scroggins
Jenny Jo Spivey
Betty Frances Stroop
Myles Monte Tatom
Janet Sue Thompson

| | |
|--------------------------|-------------|
| Physical Education | Mississippi |
| Speech | Arkansas |
| Elementary Education | Nebraska |
| Bible | Michigan |
| Bible | Alabama |
| Physical Education | Arkansas |
| Home Economics | Texas |
| Physical Education | California |
| Business Education | Louisiana |
| Music Education | California |
| Bible | California |
| Physical Education | Florida |
| Bible | Alabama |
| Biology | Mississippi |
| Bible | Arkansas |
| Bible | California |
| Speech | Arkansas |
| Journalism | Texas |
| Elementary Education | Texas |
| Business Education | Arkansas |
| Bible | Arkansas |
| Biblical Languages | Texas |
| Bible | Texas |
| Special Education — M.R. | Arkansas |
| Psychology | Georgia |
| Biology | Tennessee |
| Elementary Education | Texas |
| Journalism | Missouri |

| | |
|--------------------------|-----------|
| Elementary Education | Missouri |
| Physical Education | Tennessee |
| Music Education | Indiana |
| History & Social Science | New York |

BACHELOR OF SCIENCE

John Dale Baldy
Jonathan D. Bowers, Jr.
Lorraine Copeland
Linda Dale Copeland
Janice Sue Curtis
John Braxton Dixon
Carolyn Drennan
Robert Leon Garrett, Jr.
Ruth Lyn Grevillius
Tom S. Hallford
Richard Jay King
Russell Hugh Lemond
Carolyn Mann
Mary Adell McFann
Cathy Jo Meiners
Kathleen Ann Miller
Judy Lynn Nichols
Michael E. Purdom
Theryl Ann Sawyer
Daniel Richard Stewart
Max R. Thannisch
Charles Robert Underwood
Don Walter Watson
Robert Lewis Wenner

| | |
|---------------------------------------|-------------|
| Art | Georgia |
| Bible | Louisiana |
| Home Economics-Vocational Management | Georgia |
| Institutional Management | Florida |
| Business Administration | Virginia |
| Art | Alabama |
| Biology | Arkansas |
| Social Work | Rhodesia |
| Art | Arkansas |
| Business Administration | Texas |
| Management | Ohio |
| Marketing | Arkansas |
| Home Economics-Vocational Social Work | Arkansas |
| Accounting | Missouri |
| Home Economics-Vocational Accounting | Illinois |
| Social Work | Missouri |
| Business Administration | Oklahoma |
| Management | Mississippi |
| Accounting | Florida |
| Accounting | Arkansas |
| Accounting | Arkansas |
| Management | Michigan |
| Management | Florida |

BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

| | | |
|-------------------------|--------------------|----------|
| Christine Marie Clausen | Medical Technology | Michigan |
|-------------------------|--------------------|----------|

MASTER OF EDUCATION

Larry Weldon Curtis
Charles A. Ganus
Jennifer Hurd
Freda Jackson
Joni Clay Joslin
Bandy Wayne Miller
Katie Wesche

| | |
|----------------------|-----------|
| Physical Education | Arkansas |
| Social Science | Arkansas |
| Elementary Education | Arkansas |
| Elementary Education | Arkansas |
| Physical Education | Tennessee |
| Physical Education | Texas |
| Elementary Education | Arkansas |

HONORS AND DEGREES
May 14, 1978

SUMMA CUM LAUDE

Ann Addison
Michael W. Cope
Cheri Renee Dicks
Dannah Mae Embry
Marshall W. Grate
Mary Debra Johnson
David Keith Kimmel
Arnold David Klemm
Cheryl L. Long
Becky Ann McKeever
Michael D. Moshier
Kathy Sue Parish
Paul Robison
Linda Smith
Vicki A. Tharp
Cindy Lynn Warren

| | |
|------------------------------|-------------|
| B.S.N. Nursing | Texas |
| B.A. Bible | Missouri |
| B.A. History | Florida |
| B.S. Social Work | Kentucky |
| B.S. American Studies | Indiana |
| B.S.N. Nursing | Alabama |
| B.S. Business Administration | Missouri |
| B.S. Accounting | Colorado |
| B.A. Psychology | Arkansas |
| B.A. Elementary Education | Missouri |
| B.S. Chemistry | California |
| B.S.N. Nursing | Arkansas |
| B.A. Bible & English | Arkansas |
| B.A. English | Mississippi |
| B.A. Elementary Education | Arkansas |
| B.A. Physical Education | Oklahoma |

1979-1980 Harding University Catalog

MAGNA CUM LAUDE

Barbara L. Anderson
Olive Dawn Bluthardt
Thomas A. Buterbaugh
Mary Lou Daughety
Cheryl Ann Deaton
Lori Ann Eckstein
Clyde Hughes Elder
Michael Clayton Flynn
Lanette M. Grate
Kenneth Hamilton
Gary Lee Hanes
Kenneth Lee Harrison
Melanie Ann Hunter
Jennifer L. Jackson
Cheryl Jean Jenkins
Sandra E. Kennedy
Lea Ann Markham
Karen Gail McFann
Bruce D. McLarty
Julia E. Miller
Mark Anthony Miller
Sara Christine Mitchell
Arlene Morris
Fletcher Murphy
Larry Dale Nossaman
Susan Marie Nossaman
Nancy Jo Perry
Russell David Scott
Beverly Ann Thompson
James Bryan Warren
Lisa Rose Wilson
James Timothy Woodroof

CUM LAUDE

Teri Alexander
Kathryn Bell
Lola E. Bowen
Susan Deanne Brady
Ellen Brennehan
Judy Lynn Browder
Jeannie Marie Cagle
Michael Chalenburg
Stephen H. Chisholm
Emily Chism
Paul Rodney Colvin
Rebecca Alynn Courson
Julie Melinda Disch
Ladonna R. Elliott
F. Stephen Ferrell
Kevin John Fisher
Diana Lee Flowers
Sue Ann Foley
Fred Maynard Friend
Mark Aaron Galeazzi
Sheri Dean Gibson
Stan Earl Granberg
James Henry Hall
Stephen Turner Hardin
Glenda Dorene Hardman
Anthea Lynn Harvey
Douglas M. Henneman
Kathleen Leigh Hood
Kregg Russell Hood
Jeffrey A. Jackson
Gary Lynn Jones
James D. Jones

B.A. Elementary Education
B.A. English
B.S. Art
B.A. Elementary Education
B.S. Mathematics
B.A. Psychology
B.S.N. Nursing
B.S. Management
B.A. English
B.S. Accounting
B.A. Social Science
B.S. Accounting
B.A. Psychology
B.A. Business Education
B.S. Institutional Management
B.A. Elementary Education
B.A. English
B.A. Elementary Education
B.A. Bible
B.A. Bible
B.S. Accounting
B.S.N. Nursing
B.S.N. Nursing
B.S. Management
B.A. Journalism
B.A. English
B.A. Journalism
B.A. Music
B.S.N. Nursing
B.A. Journalism
B.A. Elementary Education
B.A. Psychology

B.A. Physical Education
B.A. Elementary Education
B.S.N. Nursing
B.S. Chemistry
B.A. English
B.S. Chemistry
B.S.N. Nursing
B.A. Mathematics
B.A. Bible
B.S.N. Nursing
B.A. Speech Therapy
B.A. Elementary Education
B.S. Management
B.A. Home Economics
B.S. General Business
B.S. Accounting
B.S.N. Nursing
B.A. English
B.A. General Business
B.A. Physical Education
B.S.N. Nursing
B.A. Biblical Languages
B.S. Chemistry & Mathematics
B.A. & B.S. Bible & Marketing
B.A. Psychology
B.A. Art
B.A. Journalism
B.S.N. Nursing
B.A. Mathematics & Bible
B.S.N. Nursing
B.A. Bible & Journalism
B.A. Speech

Arkansas
West Virginia
Pennsylvania
Arkansas
Arkansas
West Virginia
Kentucky
Michigan
Arkansas
Texas
Louisiana
Arkansas
Florida
South Carolina
Kentucky
Louisiana
Arkansas
Missouri
Tennessee
Texas
Ohio
Alabama
Arkansas
Texas
Tennessee
Kansas
West Virginia
Nebraska
Nebraska
South Carolina
Arkansas
Arkansas
California
Arkansas
Georgia
Arkansas
South Carolina
Kansas
Georgia
Minnesota
Arkansas
Alabama
Louisiana
Canada
California
Arkansas
Missouri
Missouri
Missouri
California
Kansas
Tennessee
California
Ohio
Washington
Wisconsin
Alabama
Washington
Texas
Tennessee
Texas
Texas
South Carolina
Arkansas
Arkansas

George Daniel Keahey
Thomas Kinney
Daniel Romaine Knight
Thomas R. Lawyer
Angela Lunn
Gay Manley
Lynne Martin
William McCubbin
L. McQueen
W. Meadows
Lynn Norvell
Lynn Pectol
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Lee Pierce
Lewis Pogue
R. Polk
R. Pritchett
Clark Reynolds
Richard E. Roberts
Renee Root
Nathan Rowe
Staggs
Jane Stange
Lasley Traffanstedt
B. Williams
Claire Winzer
Lester Wise

BACHELOR OF ARTS

James Allcock
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A. Atterberry
Beth Baker
Michael Baker
Donald Worth Ball
Jean Bandy
E. Bassett
James Bauer
William H. Baxter
Kay Bean
Edward Bell
Ellen Berlin
Michael D. Binns
Lee Brand
Lee Bryant
Richard A. Buchanan
Michael E. Cagle
L. Cain
Cynthia D. Chandler
Dean Chism
Choate
Clary
Nell Cole
Kay Colvin
Bryant Cox
Lamar I. Culpepper
Sue Dalton
Jean Davis
Catherine Drennan
Ann Duke
Timothy L. Estes
Richard Alan Fancher
Lewis Emmett Faulkner
Mark Fisk
Lester Gardner
Sheila R. Gardner
Carol Ann Gates

B.A. History
B.S. Biology
B.A. Speech
B.S. Social Work
B.S. Home Economics-Vocational
B.S. Social Work
B.A. French
B.S. Chemistry & Mathematics
B.A. English
B.S. Biology
B.A. Bible
B.A. English
B.S.N. Nursing
B.S. Accounting
B.A. Bible
B.A. Secondary Education
B.A. Bible & Elementary Education
B.A. Elementary Education
B.S. Accounting & Finance
B.A. Political Science
B.A. Bible
B.S.N. Nursing
B.A. Elementary Education
B.A. Elementary Education
B.S. Accounting
B.S.N. Nursing
B.A. Social Science

Special Education — L.D.
Elementary Education
Mass Communications
Elementary Education
Biology
Journalism
Music Education
Social Science
Physical Education
Psychology
Elementary Education
Bible
Speech Therapy
Social Science
Bible
Elementary Education
French & English
Bible
Mass Communications
Secondary Education
Bible
English
Biology
Elementary Education
Elementary Education
Music
Psychology
Elementary Education
Elementary Education
Elementary Education
History
Bible
Psychology
English
Speech
Physical Education
Special Education — L.D.
Business Education

Alabama
Indiana
Michigan
Oklahoma
Arkansas
Missouri
South Carolina
Indiana
Michigan
Arkansas
Arkansas
North Carolina
Canada
Tennessee
Texas
Arkansas
Arizona
Tennessee
Arkansas
Texas
Arkansas
Arizona
Indiana
Arkansas
Florida
Maryland
Illinois

Canada
New Jersey
Arkansas
Louisiana
Arkansas
Missouri
Kentucky
Arkansas
Missouri
Arkansas
Ohio
Maryland
Arkansas
Nebraska
Arkansas
Pennsylvania
Alabama
Tennessee
Texas
Texas
Michigan
Illinois
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Florida
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Arkansas
Tennessee
Illinois
Arkansas
Michigan
Illinois

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 Keith M. Gunvordahl
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 Sarah Lois Hamilton
 Mark Kim Hayes
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 Lowry Eugene Hershey
 Dave William Hogan
 Marilyn J. Holmes
 John Ronald Huckeba
 Craig L. Ireland
 Jane Dee Jackson
 Steve Jackson
 Janet E. Jamieson
 Bernice Kay Jamison
 Matthew D. Johnston
 Stephen Paul Kellar
 Peggy Kemp
 Debbie Elaine Land
 Pamela Ann Logan
 Lanette Marie Mahle
 Kathy Matheny
 David Allen McCain
 Kenneth McClelen
 Charles McGillvray
 Diana Lee McVey
 Joe Henry Miller
 Michael K. Mitchell
 Dana E. Mooneyham
 Leilani F. Morgan
 Susan Marie Morris
 George Stephen Moss
 Kim Austin Moss
 Beverly Charlene Nall
 Thurl D. Noonkester
 Diana Lynne Oliver
 Russell Passafiume
 Derek Alan Pfeifer
 Connie Ponder
 Russell W. Porter
 Jill L. Prince
 Betty Ellen Pulley
 Kathleen A. Reagan
 Wayne A. Reed
 John Hiram Reese
 Nancy Jane Reynolds
 Dennis Dean Rine
 Jeffery Wayne Robertson
 Joanna Faith Sanders
 Ida Santellan
 Katherine A. Sewell
 Paul Gregory Shepherd
 Betty L. Spillman
 Pamela Jean Spillman
 Phyllis Moody Steward
 Thomas E. Stough
 James F. Sudbury
 Timothy Swain
 Kim R. Taliaferro
 Billy Dale Thomas
 Robert B. Thompson
 Alan Wayne Tomme
 Ruth Annette Vance
 Mark Wayland Vancil
 Earnest Vaughn

Special Education — L.D.
 Physical Education
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 Bible & Biblical Languages
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 Speech
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 Elementary Education
 Special Education — L.D.
 Special Education — L.D.
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 Physical Education
 Sociology
 English
 Elementary Education
 Physical Education
 Physical Education
 Psychology
 Music Education
 Bible
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 Secondary Education
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 Political Science
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 Bible
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 Special Education — M.R.
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 Bible
 Missions
 Social Science
 Psychology
 Sociology
 Bible
 Social Science
 Home Economics
 English
 Bible

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 Missouri
 Tennessee
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 Oklahoma
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 Georgia
 Michigan
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 Mississippi
 Tennessee
 Kentucky
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 Louisiana
 Mississippi
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 Oregon
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 Alabama
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 Georgia
 Illinois
 Tennessee
 Tennessee
 Alabama
 California
 New Jersey
 Florida
 Arkansas
 Texas
 Illinois
 Ohio
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 Tennessee
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 Arkansas
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 West Virginia
 New Mexico
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 Michigan
 Tennessee
 Ohio
 Arkansas
 Missouri
 Arkansas
 Alabama
 Louisiana
 California
 Arkansas
 Arkansas
Canada
 Texas
 Tennessee
 New Jersey
 Oklahoma

Rebecca J. Watson
 Marilyn Kay Wells
 Kimberly Jean Western
 Wesley Leon White
 Judith Kay White
 Anne B. Williams
 James Douglas Williams
 Katrina Lou Wilson
 Tina French Wilson
 Rhonda Wilson
 Betty Anne Wiser
 Brian William Wright
 Gloria Dean Wright
 Don Mark Wrye

BACHELOR OF SCIENCE

Paul Marie Anderson
 David Richard Baker
 Judy Kay Baker
 John Steven Barber
 John Watson Bata
 Alan Earl Beach
 Marsha Ann Bender
 Brenda G. Brown
 James L. Bukovatz
 Evelyn Dean Bullard
 Houston D. Bunch
 Daniel Burden
 Susan Ruthe Butler
 Brian Dean Campbell
 Cheryl Anne Cannon
 Thomas Dabney Carr
 Elaine Louise Celsor
 Eugene Dalton Cook
 Patricia Lynn Cope
 James Timothy Couch
 Bruce Scott Courson
 Gerald M. Cramblett
 Angela Kay Damron
 Rutinda Davis
 Diana Denham
 Robert Lee Dossett
 Paula Dufrene
 Joseph D. English
 Harold C. Eudaly
 Stephanie S. Feeler
 Linda D. Flatt
 Stephen Carl Flatt
 Robert Stephen Gardner
 Ronald Dale Garner
 Robert Danny Gerlach
 James C. Godwin
 Ralph Glenn Graham
 Robert L. Gutierrez
 Robert Ray Harris
 Robert W. Harris
 Charlotte G. Hendrix
 Christian Arlene Hertenstein
 Nancy Ann Hiteman
 Roger Alan Hooten
 David Lynn Huey
 Brian Stephen Hutson
 Michael Dean Kersey
 Faith Lamar Larey
 Anna Marcine Lay
 Christine Marie Lopez

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 Special Education — L.D.
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 Physical Education
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 Special Education — L.D.
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 Home Economics
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Canada
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Marketing
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 Ohio
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 Arkansas
 Louisiana
 Ohio

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Deborah M. Maxwell
David Wayne Morris
Steven D. Morrow
Polly Mullen
Kimberly C. Myers
Gary Richard Negri
Robert Walter Nelson
Deborah Jo Owens
William Dean Patton
Mary Jeanne Petty
Johnny R. Ponder
Jeffrey Carl Price
Riley Allen Reed
Carole Danette Russell
Ira Neal Sewell
John Stuart Simpson
David Wayne Smith
Joe David Smith
Tony Lee Stewart
David Glenn Stobaugh
Robin Jean Stumne
Nancy Jewel Swanson
Rex Val Taylor
David Lynn Thomason
Luther Lee Thornton
Evelyn Gay Vest
Samuel Douglas Walker
Larry Henle Waller
Deborah L. Whitaker
Michael Grey White
Shirley Rae White
Lee Anthony Willis

General Science Michigan
Biology Arkansas
Accounting & Management Wisconsin
Art Mississippi
Social Work Ohio
General Science Missouri
Accounting Indiana
Home Economics-Vocational Texas
Finance Arkansas
Business Administration Alabama
Accounting Texas
Marketing Indiana
Bible Texas
Home Economics-Vocational Oklahoma
Accounting Texas
Accounting Wisconsin
Management Arkansas
Management Arkansas
Biology West Virginia
Biology Arkansas
Art Illinois
Accounting Mississippi
Art Missouri
Management Washington
Accounting Tennessee
Accounting Arkansas
Management Arkansas
Biology Arkansas
Biology Texas
Biology Arkansas
General Business Ohio
Bible Tennessee

BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

Cheryl Welch Trotter Medical Technology Missouri

BACHELOR OF SCIENCE IN NURSING

Debra Fay Bolton Nursing Michigan
Rebecca Carrell Nursing Tennessee
Carla Diane Carter Nursing Ohio
Peggy Gail Dabbs Nursing Tennessee
Nancy Jean Denny Nursing Tennessee
Donna Anne Dyke Nursing Connecticut
Patricia Jo Fish Nursing Arkansas
Kathy Jane Florence Nursing Ohio
Cheryl L. Herron Nursing Florida
Carol Marie Huey Nursing Ohio
Mark Todd McWhorter Nursing Ohio
Hester Moore Nursing Illinois
Linda Sue Odell Nursing Arkansas
Susan Cathleen Smith Nursing Arkansas
Brenda Kay Sturges Nursing Georgia
Jamice Louine Weidner Nursing Missouri
Patricia L. Woods Nursing Michigan
Suzan Lynn Young Nursing Arkansas
Nursing Ohio

MASTER OF ARTS IN TEACHING

Leonard Earl Cannon Social Science New Guinea
Bonnie Marie Elliott Elementary Education Arkansas
James D. Johnston Biological Science Arkansas
Ricky Don Jones Physical Education Oklahoma
Dena Radcliffe Elementary Education Washington

**HONORS AND DEGREES
August 11, 1978**

HONORABLE MENTION

Gail Tomlinson
Larry E. Marr

MAGNA CUM LAUDE

Margaret E. Corlew
Ann Carol Leonard
Brenda F. Nelson
Patricia L. Parker
William Henry Visalli

CUM LAUDE

Donna Lou Coburn
Philip E. Hoggard
C. Stanley Mitchell
Dorothy Anne Norris
Paula Anne Trotter
David Scott Warr
Mary Lynne Webb

BACHELOR OF ARTS

Timothy R. Albright
Jan M. Augsburg
Gerald Douglas Bertolini
Jules P. Bordelon
Norvin Wayne Brewer
Belinda Choate Bunch
Kerry Jo Colvett
Foster Daniels
Brenda Gail Garner
Elea Anne Hammond
James E. Harden
Joanna Nell Hickmon
Joe Dale Hodges
Raymond R. Hunter
Jo Elaine Johnson
Randy Mac Kemp
Sara Gail Lay
Lisa Carol Lynn
Ingrid Alice Melson
Jill Isabell Metzler
Billie Sue Miller
Gloria Claudine Miller
Crystal Ann Moore
Dennis Wayne Munsch
Freda Lynn Nelson
David Wade Ozbirn
Bernice June Pauls
Janice D. Reavis
Sarah Jane Rogers
John Lott Sandidge
Bradford Scott
Gloria Jean Shoop
Harvey Steve Spillman
Scott Allen Stafford
Mary Beth Stalley
Jerry Raymond Sullins
Robert Scott Trout
Billy Warren Walker

B.A. Elementary Education Arkansas
B.S.M.T. Medical Technology Florida

B.S.M.T. Medical Technology Tennessee
B.S. Mathematics Arkansas
B.A. Special Education — M.R. Indiana
B.A. Elementary Education Illinois
B.A. Bible New York

B.A. Elementary Education Missouri
B.S. Biology Arkansas
B.A. Biology Georgia
B.S. Social Work Arkansas
B.A. Speech Tennessee
B.S. Accounting Arkansas
B.A. Speech Therapy Arkansas

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Art Oklahoma
Biology Georgia
Biology Arkansas
Bible Illinois
Speech Texas
Special Education — M.R. Florida
Biology Arkansas
Physical Education Texas
Elementary Education Georgia
Secondary Education Tennessee
Elementary Education Arkansas
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Art Virginia
Journalism Arkansas
Elementary Education Oklahoma
Art Tennessee
Physical Education Louisiana
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Elementary Education Florida

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| | | |
|---------------------------|---------------------------|--------------|
| Allen Reese Boyer | Management | Florida |
| Camellia Jane Byrd | Office Administration | Arkansas |
| Rebecca Sue Curtis | Institutional Management | Virginia |
| Jeanne Janan Darrow | Art | Arkansas |
| Lanny D. Dauksch | General Science | Illinois |
| Wendell Bryan Davis | Management | Oklahoma |
| David Paul Denman | Mathematics | California |
| Carol Devarney | Social Work | North Dakota |
| Debra Lynn Estes | Social Work | Tennessee |
| Robert Dean Evans | General Science | California |
| Jerrold Thomas Gailbreath | Management | Michigan |
| Kevin Neil Hammond | Management | Pennsylvania |
| Deborah L. Harrison | Home Economics-Vocational | Arkansas |
| James R. Hooton | Accounting | Arkansas |
| James Robert Humphrey | Accounting | Arkansas |
| Pauline B. Jones | Social Work | Louisiana |
| Randy Alan Jones | Management | Oklahoma |
| Stanley D. McKeever | Social Work | Missouri |
| Laura Lynn Mitchell | Office Administration | Texas |
| Terry J. Noblin | Business Administration | Missouri |
| Michael W. Patterson | Biology | Oregon |
| Craig Eugene Reid | Management | Ohio |
| Donna Kay Russell | Biology | New York |
| Robert Gary Walker | Social Work | Arkansas |
| Karen Sue Weida | Institutional Management | Mississippi |
| James Dewitt Yingling | Accounting | Arkansas |

BACHELOR OF SCIENCE IN NURSING

| | | |
|----------------------|---------|------------|
| Robin Darlene Howard | Nursing | California |
| Donna Jean Martin | Nursing | Missouri |
| Teresa Volane Miller | Nursing | Michigan |
| Mary Beth Stalley | Nursing | Virginia |

MASTER OF EDUCATION

| | | |
|----------------------------|----------------------|-------------|
| Marjorie Kay Felker | Elementary Education | Texas |
| Betty Louise Foster | Psychology | Arkansas |
| Judith Ann Hopper | Music Education | Arkansas |
| Carole L. Howell | English | Mississippi |
| Nancy S. Jackson | English | Arkansas |
| Tyrone McGraw | Physical Education | Arkansas |
| Georgia Ann Monica Merritt | Home Economics | Arkansas |
| R. C. Polk | Bible | Arkansas |

**STATES AND COUNTRIES REPRESENTED
IN COLLEGE DURING REGULAR SESSION
1977-1978**

WITHOUT DUPLICATION

| States | Number | States | Number |
|----------------------|--------|---------------|--------|
| Alabama | 93 | Iowa | 13 |
| Alaska | 4 | Kansas | 21 |
| Arizona | 13 | Kentucky | 31 |
| Arkansas | 864 | Louisiana | 94 |
| California | 101 | Maine | 1 |
| Colorado | 17 | Maryland | 21 |
| Connecticut | 6 | Massachusetts | 3 |
| Delaware | 1 | Michigan | 103 |
| District of Columbia | 1 | Minnesota | 4 |
| Florida | 96 | Mississippi | 76 |
| Georgia | 97 | Missouri | 189 |
| Hawaii | 2 | Montana | 5 |
| Idaho | 1 | Nebraska | 10 |
| Illinois | 99 | Nevada | 2 |
| Indiana | 61 | New Hampshire | 1 |

| | Number | States | Number |
|----------------|--------|---------------|--------|
| New Jersey | 17 | Tennessee | 201 |
| New Mexico | 13 | Texas | 340 |
| New York | 26 | Utah | 1 |
| North Carolina | 6 | Vermont | 1 |
| Ohio | 96 | Virginia | 24 |
| Oklahoma | 107 | Washington | 12 |
| Oregon | 6 | West Virginia | 23 |
| Pennsylvania | 29 | Wisconsin | 19 |
| South Carolina | 11 | Wyoming | 1 |
| South Dakota | 3 | | |

| Foreign Countries | Number | Foreign Countries | Number |
|-------------------|--------|-------------------|--------|
| Australia | 2 | Mexico | 1 |
| Austria | 3 | Netherlands | 3 |
| Bolivia | 3 | New Guinea | 3 |
| Brazil | 3 | New Zealand | 3 |
| Canada | 23 | Norway | 1 |
| Canal Zone | 1 | Panama | 1 |
| France | 2 | Puerto Rico | 1 |
| France | 1 | Rhodesia | 3 |
| Hong Kong | 1 | Singapore | 2 |
| Indonesia | 3 | South Korea | 1 |
| Iran | 1 | Trinidad | 1 |
| Jamaica | 2 | West Germany | 2 |
| Japan | 2 | Zambia | 2 |

**TOTAL
ENROLLMENT SUMMARY
1977-78
COLLEGE ENROLLMENT**

| REGULAR SESSION 1977-78 | Male | Female | Total |
|---------------------------|--------------|--------------|--------------|
| Freshman | 418 | 459 | 877 |
| Sophomore | 328 | 339 | 667 |
| Junior | 277 | 300 | 577 |
| Senior | 426 | 398 | 824 |
| Graduate | 27 | 33 | 60 |
| Special and Post Graduate | 23 | 10 | 33 |
| | <u>1,499</u> | <u>1,539</u> | <u>3,038</u> |

| SUMMER 1978 | Male | Female | Total |
|---------------------------|------------|------------|------------|
| Freshman | 20 | 37 | 57 |
| Sophomore | 33 | 40 | 73 |
| Junior | 50 | 77 | 127 |
| Senior | 147 | 193 | 340 |
| Graduate | 20 | 35 | 55 |
| Special and Post Graduate | 15 | 15 | 30 |
| | <u>285</u> | <u>397</u> | <u>682</u> |

| TOTAL COLLEGE | Male | Female | Total |
|--------------------|-------|--------|-------|
| Regular and Summer | 1,784 | 1,936 | 3,720 |

ACADEMY

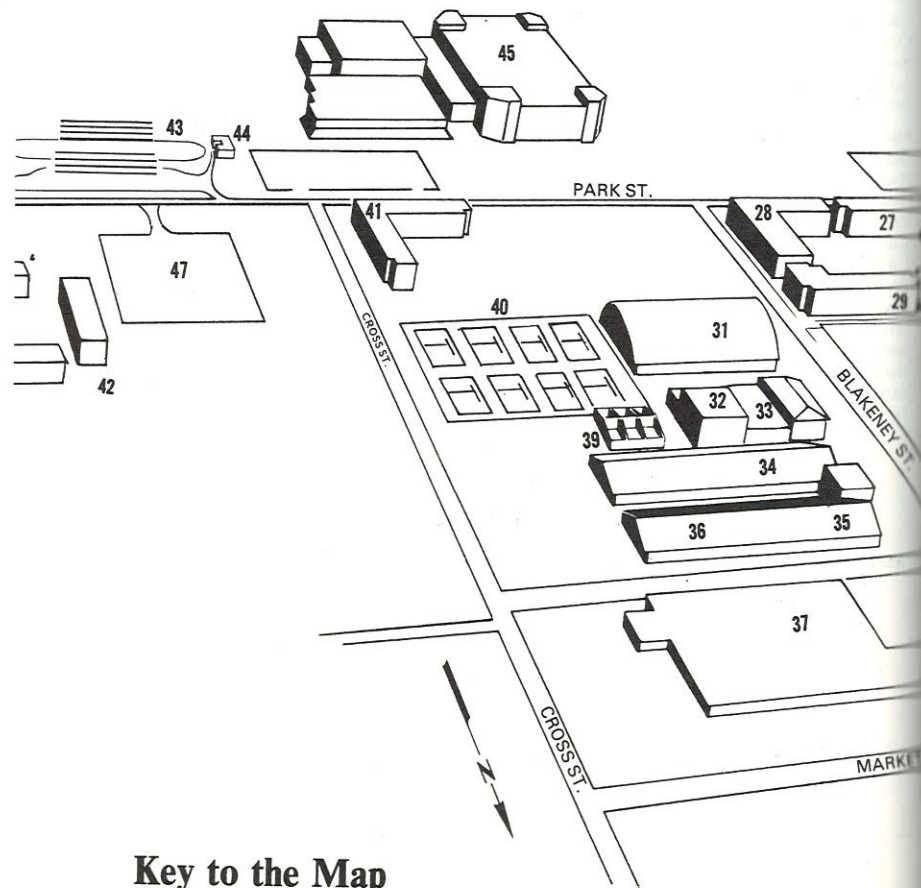
| REGULAR SESSION 1977-78 | Male | Female | Total |
|---------------------------|------------|------------|------------|
| High School (Grades 7-12) | 143 | 157 | 300 |
| Elementary (Grades 1-6) | 89 | 72 | 161 |
| | <u>232</u> | <u>229</u> | <u>461</u> |

| SUMMER 1978 | Male | Female | Total |
|-------------|------|--------|-------|
| High School | 35 | 28 | 63 |

| TOTAL ACADEMY | Male | Female | Total |
|--------------------|------|--------|-------|
| Regular and Summer | 267 | 257 | 524 |

TOTAL ENROLLMENT

| | | | |
|--|-------|-------|-------|
| Total, All Divisions, Regular | 1,731 | 1,768 | 3,499 |
| Total, All Divisions, Regular and Summer | 2,051 | 2,193 | 4,244 |



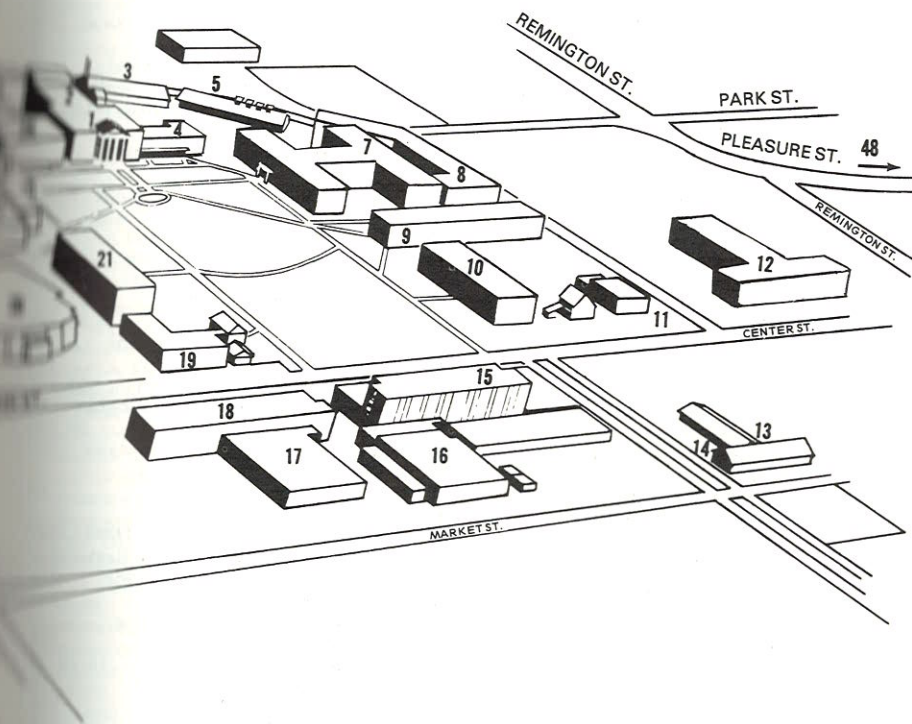
Key to the Map

1. Administration Building
2. Main Auditorium
3. Swimming Pool
4. Ganus Building
5. Harding Laundry
6. Pattie Cobb Hall for Women
7. Cathcart Hall for Women
8. Stephens Halls for Women
9. Kendall Hall for Women
10. American Studies Building
11. Sewell Hall
12. New Women's Dormitory

13. Student Services Building
14. Health Center
15. American Heritage Center
16. Peyton Auditorium
17. Bowling Lanes
18. Hammon Student Center
19. Stevens Art Center
20. Benson Auditorium
21. Hendrix Nursing and Home Economics Center
22. Educational Media Center
23. Beaumont Memorial Library
24. Ezell Bible Center
25. West Storage Building
26. Walter Hall for Men
27. Armstrong Hall for Men
28. Graduate Hall for Men
29. Intramural Field
30. Rhodes Memorial Field House
31. Recording Studio
32. Wood Rogers Lee Music Center
33. Harding Academy
34. Elementary School
35. Harding University Press

37. New Science Building
38. Echo Haven
39. Handball Courts
40. Tennis Courts
41. Harbin Hall for Men
42. Married Students Apartments
43. Alumni Field
44. Field House
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47. Trailer Park
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Harding University Campus



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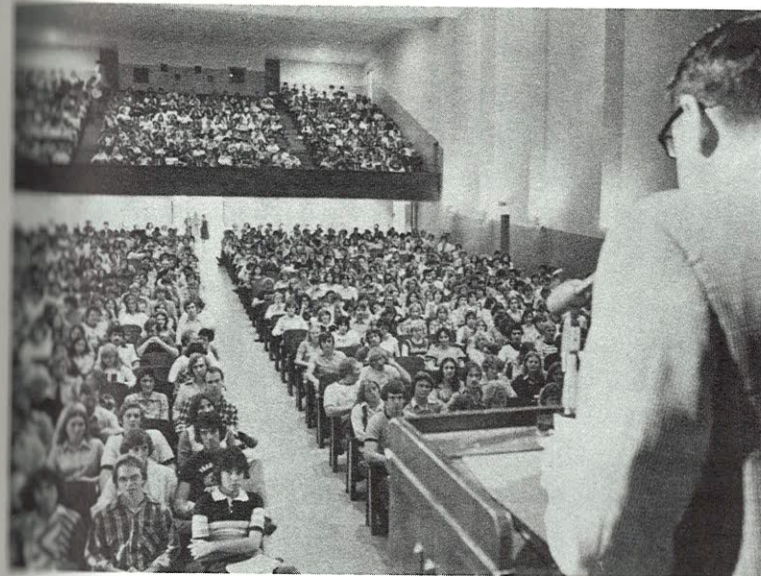
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NOVEMBER

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DECEMBER

Calendar grid for December 1979

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JANUARY

Calendar grid for January 1980 with handwritten notes

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FALL SEMESTER — 1980

- Faculty Conference, Freshman assembly, Registration for all students, etc.

SPRING SEMESTER — 1981

- Orientation of new students, Advising of freshmen and new students, Registration for all students, etc.

SUMMER TERM — 1981

- Orientation of new students, Advising students, Registration for summer term, etc.