

1993

# Harding University Course Catalog 1993-1994

Harding University

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# *catalog*



CATALOG





## FALL SEMESTER — 1993

CLEP Tests (except English Composition & Essay)	7:30 a.m., Aug. 19
President's Reception for Faculty	Aug. 19
Faculty Conference	Aug. 20
Student IMPACT	Aug. 20-24
Registration for all students	Aug. 23-24
Classes begin on regular schedule	8:00 a.m., Aug. 25
Final date for enrolling for fall semester	Sept. 6
Final date for application for degree on Dec. 18	Sept. 10
Lectureship	Sept. 26-29
English Proficiency Exam	3:30 p.m., Oct. 11
CLEP Tests (English Composition & Essay)	7:45 a.m., Oct. 15
Graduate Management Admissions Test	8:00 a.m., Oct. 16
National Teacher Examinations (Core Battery)	Oct. 23
Pre-Professional Skills Test	Oct. 23
Alumni Day and Homecoming	Oct. 28-30
English Proficiency Exam	3:30 p.m., Nov. 9
National Teacher Examinations (Specialty Area)	Nov. 13
Pre-Professional Skills Test	Nov. 13
Thanksgiving recess	5:00 p.m., Nov. 21 to 8:00 a.m., Nov. 27
Dead week	Dec. 8-13
Final examinations	Dec. 14-17
Graduation exercises	10:00 a.m., Dec. 18
Christmas recess	12:00 noon, Dec. 18, to 8:00 a.m., Jan. 10, 1994

## SPRING SEMESTER — 1994

Registration for all students	9:00 a.m.-4:00 p.m., Jan. 10-11
Classes begin on regular schedule	8:00 a.m., Jan. 12
Graduate Management Admissions Test	8:00 a.m., Jan. 15
CLEP Tests (English Composition & Essay)	7:30 a.m., Jan. 20
Pre-Professional Skills Test	Jan. 22
Final date for enrolling for spring semester	Jan. 24
Final date for application for degree on May 14	Feb. 14
English Proficiency Exam	3:30 p.m., Feb. 14
National Teacher Examinations (Core Battery)	March 5
Pre-Professional Skills Test	March 5
Spring recess	March 13-19
National Teacher Examinations (Specialty Area)	March 26
Youth Forum and Spring Sing	April 1-2
English Proficiency Exam	3:30 p.m., April 12
CLEP Tests (National Only) (English Composition & Essay)	April 21
Dead week	May 4-6
Final Examinations	May 9-13
Graduation exercises	10:00 a.m., May 14

## SUMMER TERM — 1994

Intersession	May 16-31
Registration for all students	June 6
Classes begin, First Session	7:30 a.m., June 6
National Teacher Examinations (Core Battery)	June 11
Pre-Professional Skills Test	June 11
Final date for enrolling for First Session	June 13
CLEP Tests (Institutional) (English Composition & Essay)	June 16
English Proficiency Exam	3:30 p.m., June 20
Final Examinations, First Session	July 8
National Teacher Examinations (Specialty Area)	July 9
Classes begin, Second Session	July 11
Final date for application for degree on August 12	July 12
Final date for enrolling for Second Session	July 18
English Proficiency Exam	July 25
Final examinations, Second Session	Aug. 11
Graduation exercises	10:00 a.m., Aug. 12

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

Undergraduate and Graduate  
Course Listings

## An Invitation

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

We invite you to visit our campus, see our facilities, meet our faculty and students and learn as much as possible about Harding.

Campus tours may be arranged through the Admissions Office, located in the American Heritage Building. The office is open 8-12 and 1-5 Monday through Friday. Admissions advisors are available on weekends by appointment.

*David B. Binks*

President

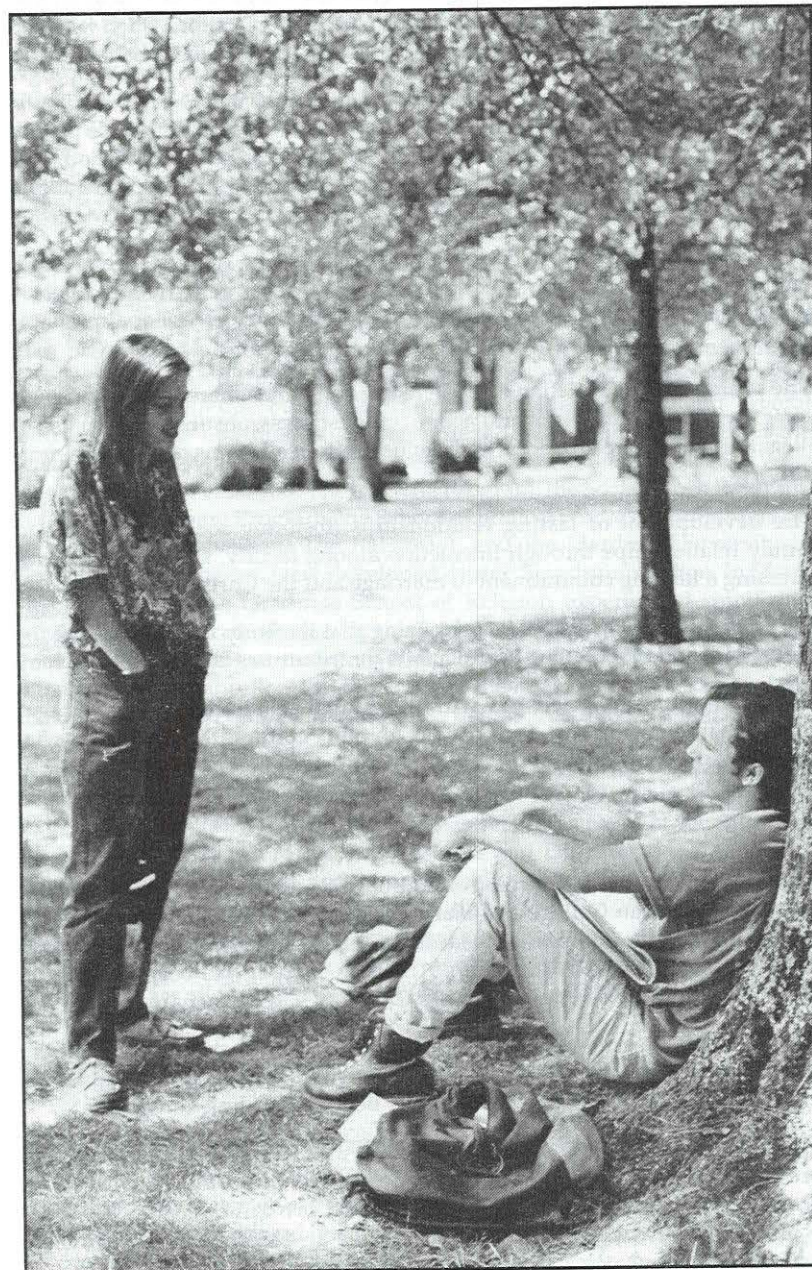
Harding University  
Searcy, Arkansas 72149-0001  
Telephone: 501/279-4000  
1-800-477-4407

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## General Information

Purpose . . . History . . . Location . . . Accreditation . . . Campus  
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## UNIVERSITY MISSION "Developing Christian Servants"

Harding University is a Christian institution of higher education composed of a College of Arts and Sciences; a College of Bible and Religion; Schools of Business, Education, and Nursing; and graduate programs in education and religion. Harding's purpose is to provide a quality education which will lead to an understanding and philosophy of life consistent with Christian ideals. This involves:

**The integration of faith, learning, and living** (developing the whole person through a commitment to Christ and to the Bible as the word of God, and emphasizing Christian service, world missions and the development of a servant-leadership-ministry lifestyle).

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

**The promotion of Christian ethics** (creating an atmosphere that emphasizes integrity, purity of thought and action, modest dress, abstinence from use of illegal drugs, alcohol, tobacco, and exclusion from all forms of sexual immorality).

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

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

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

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

After a study begun in May 1978, the Board of Trustees approved the recommended change of Harding to university status, and on August 27, 1979, the name of the institution officially became Harding University.

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

1993-1994 Harding University Catalog With the merger J.N. Armstrong, who had served five years as Harper's president, became president of Harding College, and A.S. Croom, president of Arkansas Christian for two years, became vice-president for business affairs. In 1934, Harding was moved to its present site in Searcy, Arkansas, on the campus of a former women's institution, Galloway College.

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

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

Dr. David B. Burks became president on May 10, 1987, and was inaugurated as the fourth president on September 18, 1987. A 1965 graduate, he has been a member of the faculty since 1967 and has served as Dean of the School of Business. Dr. Burks, a Professor of Business and Director of the American Studies Program, received the Distinguished Teacher Award in 1974 and 1986. A CPA and consultant, he has written *The Christian Alternative for Business* and *Strategic Management Simulation*, both of which are used as textbooks at Harding. He began the course in Christian Business Ethics, a requirement for all business majors. He has a doctorate in Administration of Higher Education from Florida State University.

**Harding's home community**, Searcy, Arkansas, a city of 15,180 persons, is the seat of White County. Founded in 1837, Searcy enjoyed a gradual growth as center of a chiefly agricultural area until the last 35 years, when the location of several industries in the city brought a favorable balance of economy and a more rapid growth than before. Today's Searcians are a



progressive citizenry proud of their community and dedicated to its advancement.

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

The proximity of Little Rock and Memphis gives Searcians access to the advantages of a metropolitan area without sacrificing the special charms of small-town living. Both faculty and students enjoy the cultural and entertainment offerings of the two cities. Searcy itself has recreation facilities of all types, and Greer's Ferry Lake to the north of the city is famous across the country for its fishing and other water sports.

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

Harding University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Its undergraduate teacher education program for preparing elementary, special education, and secondary teachers is accredited by the National Council for Accreditation of Teacher Education (1961). Its undergraduate program in social work is accredited by the Council on Social Work Education (1978).

Its undergraduate program in nursing is accredited by the National League for Nursing (1989). The undergraduate program in music is accredited by the National Association of Schools of Music (1989).

The School of Business is accredited by the Association of Collegiate Business Schools and Programs (1992).

Accredited letters on all agencies or legislative bodies are on file in the President's Office and are available upon request.

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

**Campus buildings** are compactly and attractively located within a few blocks of downtown Searcy. Additional campus property, consisting of farm land, lies southeast of the campus. The 46 buildings with their equipment and educational facilities, valued at more than \$62 million, provide an efficient and well-furnished educational plant.

The following are the major structures:

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

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

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

**BRACKETT LIBRARY (1990):** First erected in 1950, the library, known as Beaumont Memorial Library, was renovated in 1957 and 1971. During 1989-90, the building was completely restructured and expanded by almost 19,000 square feet and was named Brackett Library.

**GANUS BUILDING (1951, 1987):** Constructed originally as a Student Center for 650 students, this building was remodeled into an office and classroom building. The Communication Department and Department of Foreign Languages and International Studies are housed in this building. Its facilities include four classrooms, the Speech and Hearing Clinic, a computer graphics laboratory, television editing and control rooms, thirteen faculty offices, and photographic developing and printing facilities. It was named for C.L. Ganus, Sr., for many years chairman of the Board of Trustees.

**ADMINISTRATION BUILDING (1952, 1992):** This three-story building with its imposing columns and pediment occupies the central location on campus and serves as the hub of much activity. Renovated in 1991-92, the building contains administrative offices, an auditorium seating 1,000, faculty offices, classrooms, and certain facilities of the Communication Department, including the Little Theatre and drama storerooms and workshops. The Administration Building also houses the University's Information Center which supports both data and voice communication networks. The central computer facilities utilize DEC VAX and MicroVAX computers to support the administrative data base, the library, and word processing and printing functions. Terminals and microcomputers in various buildings on campus connect to these support facilities via an Ethernet



local area network. The heart of the voice network is a Northern Telecom SL1-XT digital PBX which provides telephone service and voice mail capability to all administrative offices and more than 1150 dormitory rooms.

CLAUD ROGERS LEE MUSIC CENTER (1952, 1966, 1969): Facilities for Harding's choral and instrumental programs and individual practice rooms are located in this building.

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

W.R. COE AMERICAN STUDIES BUILDING (1953, 1992): This three-story classroom building houses the Graduate Program, the School of Education, and the departments of English and history, and social science.

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

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

JOHN MABEE AMERICAN HERITAGE CENTER (1965, 1988): Designed as a continuing education complex with auditorium, cafeteria, and hotel-style rooms to accommodate 100 people, this modern structure provides ideal facilities for various seminars, workshops, and conventions. Also housed in the building are the President's Office and Alumni, Admissions, Financial Services, Vice President for Educational Services, Career and Placement, and University Relations Offices and the American Studies Institute. A large lounge area is used as a study area. The Heritage Inn, designed for use of alumni and other guests, occupies the third and fourth floors.

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

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

HAMMON STUDENT CENTER (1973, 1992): The real center of student life is the two-story building which houses Shores Chapel, the Inn, Book Store, Bison Lanes, Post Office, recreation room, lounge, Student Affairs Offices, Student Association and student publications offices. A major renovation was completed in 1992.

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

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

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

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

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

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

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

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

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

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

Some campus buildings are accessible to handicapped students. Class schedules may be arranged so as to accommodate handicapped students' needs in buildings where no access is possible.



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

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

**ACADEMIC COMPUTER CENTER:** Academic Computing is a blend of central and local facilities. A DEC VAX 3600 computer system, with 32 megabytes of memory and 1.2 gigabytes of online storage, provides the primary central computing resource. Twenty-eight terminals in the Quintin Little Academic Computer Center on the first floor of the Mabree Business Center provide students with access to the VAX nearly 16 hours each day. Terminals in departmental offices and local access areas around campus also connect to the VAX via an Ethernet local area network. Public access micro-computer labs are also available. The Pryor Science Center is home to an IBM PS/2 lab which houses 26 machines. Eighteen Apple IIe's form a second Science Center lab for math education. The Graphics Laboratory in the Ganus Building links 22 Apple Macintoshes in an AppleTalk network. Twenty-eight IBM PC's make up another public access microcomputer lab in the Mabree Business Center. These centralized computer facilities are complemented by a diverse collection of departmental computing equipment which is used to address the unique needs of each discipline.

**ART STUDIOS:** The Mildred Taylor Stevens Art Center has excellent facilities for painting, drawing, ceramics, sculpture, jewelry- and print-making, weaving, graphic design and interior design courses. A Macintosh computer lab for computer aided graphic design work is available. The Gallery of the art center and other areas on campus show works by Students, Faculty, and guest Exhibitors.

**BRACKETT LIBRARY:** The library is the heart of the University. On a typical weekday, over one-third of the student body and faculty use the library. Study, research and independent inquiry are supported by the collections and services available at the newly enlarged and renovated Brackett Library, named to honor Mr. and Mrs. Bob Brackett, believers in the importance of Christian education, who so graciously donated \$1.6 million toward the recent library renovation.

The collections of the library include 382,000 volumes and assorted other media including records, videos, kits, maps, etc. The library subscribes to 1,152 periodicals and 13 newspapers. Access to information is enhanced by the "Electronic Library" which includes an automated catalog, circulation system, acquisitions system; periodical indexing on CD-Rom's for nursing,

psychology, business, education, and general interest periodicals; and the availability of on-line searches of remote databases such as BRS, DataTimes and WESTLAW. Dial-up access to the automated online catalog is available to users on and off campus. The local collection is supplemented by 22 million items held by other OCLC member libraries which are accessible to Harding users via the computerized interlibrary loan service.

A staff of 6 professional librarians, 6 support staff and 53 student workers select, acquire, describe, maintain and interpret the collection for library users. Services include a reserve book collection, a best-seller collection, library tours, class and individualized instruction, librarians who provide reference/research assistance, photocopiers, typewriters, A-V equipment, conference rooms for group study, and study carrels.

Among the library's special collections is the George S. Benson Collection, the G. C. Brewer Library, archival material related to Harding's history and the history of the churches of Christ, a rare book collection, the Miles-Williams Science History Collection, a juvenile and adolescent literature collection which is maintained as a teaching resource and the Arkansas and U.S. Government Documents Collections.

The library also maintains a Music Library containing records, tapes, CD's and scores which is housed in the Music Building, but accessible to all students.

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

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

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

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

Practical experience for print journalism majors includes work on the student newspaper and yearbook. Offices and facilities are provided for the staffs of these student publications. Courses in photography, typography and graphics make use of campus darkrooms and professional facilities of the Harding



Press. Computers with word processing and graphics programs are a part of the production lab in the student publications complex for "hands-on" experience with publications.

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

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

**HOME ECONOMICS LABORATORIES:** The Home Economics Department, located in the Olen Hendrix Building, has within its two-story complex several specialized laboratories. Included in the laboratory facilities are: Child Development; Foodservice Management; Foods, Meal Management, and Equipment; Housing and Home Furnishings; Clothing and Textiles; Tailoring and Clothing Design. These laboratories have been especially planned and designed for both beauty and utility. Within each laboratory setting the student has the opportunity to utilize the very latest in equipment and consumer resources. The Foodservice Management Laboratory has been inspected and approved by the Arkansas Health Department. The Child Development Laboratory has been licensed as a day care center by the Department of Human Services of Arkansas.

**LANGUAGE LABORATORY:** The Department of Foreign Languages and International Studies, located in the Ganus Building, includes a language-learning center used as an electronic classroom or a language laboratory. The facility also includes individual language learning machines, isolation listening booths, a departmental library and reading room.

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

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

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

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

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

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

**R.T. CLARK WELLNESS CENTER:** The south wing of the Joseph E. Pryor Science Center is equipped with treadmills, bicycle ergometers, an underwater weighing tank for lean-body-mass measurements, electronic equipment for measuring strength, an electrocardiograph, gas analysis equipment, and other biochemical and hematological equipment for scientific evaluation of physical fitness levels.

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

**SCHOOL OF NURSING LABORATORIES:** The school's Learning Resource Center includes the Martha Ruth Simmons' Memorial Audio Visual and Computer Laboratory and a Skills Laboratory.

The Audio Visual and Computer Laboratory houses computer and audiovisual equipment with interactive video disc systems (IVD) with touch screen systems for case studies application and decision making, personal computer systems for tutorial computer assisted instruction (CAI), and Macintosh computers for learning how to use computers as tools. The audiovisual equipment consists of televisions with video playback units, slide and film projectors and tape players. Students can work singly or in groups.

The Skills Laboratory has six hospital beds and two examination tables where students can learn and develop nursing skills such as bedmaking and physical examination techniques.



**Special programs** serve to enrich the undergraduate program throughout the country. Itineraries of the past few years have included visits to Atlanta, Chicago, New Orleans, St. Louis, Dallas, Tulsa, Philadelphia, Williamsburg, and Washington, D.C.

**THE HARDING UNIVERSITY IN FLORENCE PROGRAM**, an academic program in Florence, Italy, has been developed to utilize the unique opportunities afforded by study in Europe. The program is for sophomore, junior, and senior students in college. No attempt is made to provide a broad general curriculum but rather to offer such courses as may be studied with profit in a European setting. Serious involvement in classes combined with the experience of international living will furnish students with insights and perspectives which can be gained in no other way. Applications for the program will be accepted from students of Harding University and other institutions. Only students with a minimum grade point average of 2.00 on at least 27 semester hours will be considered. Anyone interested should contact the director, Dr. Don Shackelford, Harding University, Box 754, Searcy, AR 72149-0001.

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

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

**TOURS:** Tours are arranged annually to a variety of financial and industrial organizations, governmental institutions, and places of historic significance



throughout the country. Itineraries of the past few years have included visits to Atlanta, Chicago, New Orleans, St. Louis, Dallas, Tulsa, Philadelphia, Williamsburg, and Washington, D.C.

**GUEST LECTURES:** To supplement the curriculum of the University, recognized authorities are invited to the campus each year to lecture in their fields. During their visits students are urged to attend special lectures, informal discussion periods, and possibly a dinner meeting.

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

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

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

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

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

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

**HOPE: Harding's Outreach Program for Evangelism** is a two-year internship program designed primarily for college graduates. Approved students are guided in selecting a field, securing funds, and preparing for this missionary experience. Interested students should write to the College of Bible and Religion, Harding University, Searcy, Arkansas 72149-0001.

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

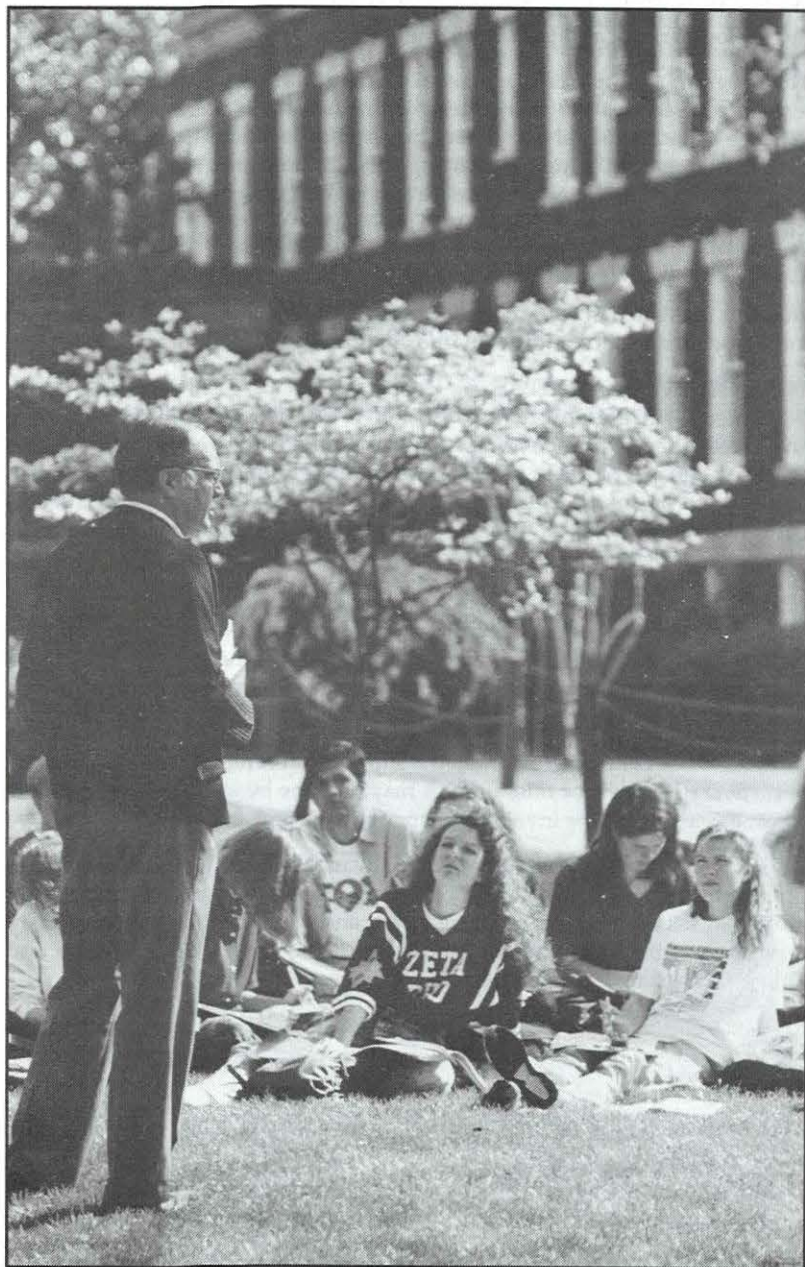
**THE MISSIONS LAB** offers students research facilities and materials from all over the world.

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



# Student Life

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



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

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

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

**TENTMAKERS:** For students who desire to do evangelistic and missionary work at their own expense.

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

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

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

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

**MINI-WORKSHOPS** are held throughout the year on topics of interest to congregations served by Harding.

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

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

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



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

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

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

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

**ALPHA CHI** is a nationally affiliated society encouraging and recognizing superior scholarship. Harding's chapter, the Arkansas Eta chapter, is open to the upper 10 per cent of the senior class, provided the cumulative scholarship level of each honor student is 3.55 or above on at least 104 semester hours, and to the upper 10 per cent of the junior class whose scholarship level is 3.75 or above on at least 80 semester hours. Twenty-four hours of credit must have been earned on the Harding campus. The society presents a framed certificate at each commencement to the graduating senior(s) with a four-year straight-A scholastic record and hosts a reception in the beginning of the fall semester for new students who entered on an academic scholarship.

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

Alpha Delta Mu (Social Work), Alpha Epsilon Rho, The National Broadcasting Society, Alpha Psi Omega (Drama), American Home Economics Association (Home Economics), American Marketing Association, T.E.A.C.H., Barristers (Pre-law), Campus Players (Drama), Chemistry Club, College Democrats, College Republicans, Creative Writing Club (English), DeVita (Biology), Data Processing Management Association, Delta Mu Delta (Business Administration), Film Studies Association (English), Flag Corps, French Club (Le Cercle Francais), Harding Dietetics Club (Home Economics), Health Science Club, J.O.Y., Kappa Delta Pi (Education), Kappa Pi (Art), Harding Student Nurse Association (Nursing), Phi Alpha Theta (History), Phi Beta Lambda (Business), Pi Sigma Alpha (Political Sciences), Pi Gamma Psi (Accounting), Pi Sigma Epsilon (Sales), Pi Kappa Delta (Forensics), Psi Chi (Psychology), Public Relations Student Society of America, Sigma Tau Delta (English), Epsilon Omicron Chapter of Sigma Theta Tau International (Nursing), Social Work Club, Society for Computing Machinery, Spanish Club (Los Conquistadores), Tentmakers, The Guild (Art), The Society for Advancement

Management, The Society of Human Resources Management, Timothy Club and Youth Corps.

**MUSIC ORGANIZATIONS** on campus are:

**BELLES AND BEAUX:** a group of about ten meeting three times each week, emphasizing musical entertainment in various vocal styles.

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

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

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

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

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

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

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

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

**UNIVERSITY SINGERS:** a mixed chorus meeting twice weekly; membership is open to all members of the Harding community.

**STUDENT PUBLICATIONS** provide a factual record of the year's events and a forum for student expression. The weekly newspaper, *The Bison*, has won awards in both national and state competition and received in 1984 the sweepstakes award in the Arkansas College Publications Association competition and an All-American rating from the Associated Collegiate Press. The yearbook, the *Petit Jean*, was honored consecutively for 27 years with an All-American rating from the Associated Collegiate Press and was chosen for inclusion in the ACP Hall of Fame in 1988. The English Department sponsors annually a publication of creative writing submitted by students to the Jo Cleveland Creative Writing Contest.

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

**FORENSICS:** Intercollegiate debate teams participate in 8-10 major debate tournaments each year and have achieved an excellent record in state, regional, and national competition. Team members also participate in oratory, extemporaneous speaking, public discussion and oral interpretation events.

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



**RADIO:** The campus radio station, KHCA, is a cable radio station which can be heard throughout a large portion of White county as background music on cable channel 19, and a carrier current station picked up at AM 560 on the University campus. The station is student operated and managed with approximately 80 students per year working in the station under the guidance of the faculty advisor.

**TELEVISION CABLE CHANNEL 19:** Students in mass communication produce numerous news, sports, entertainment, religious, and special event programs for airing on Harding's cable channel 19. KWCT-TV 19 is reserved exclusively for the use of Harding's students and faculty due to a special arrangement with White County Video. The station is student operated with approximately 120 students per year working in and for the station under the guidance of three faculty advisors.

**STUDENT SPEECH AND HEARING ASSOCIATION:** The student Speech and Hearing Association is an organization composed of individuals working toward a degree in Communication Disorders. This organization is affiliated with the National Student Speech-Language-Hearing Association. Their projects usually include a campus wide hearing screening and their activities include a Graduate Fair and trips to regional and national meetings.

**BUSINESS AND ECONOMICS MAJORS** are selected to participate in the Intercollegiate Business Games and the Free Enterprise Intercollegiate Competition, competing against major colleges and universities across the nation. Harding's Business Team has won the Michigan State University games three times and the Emory University games four times. Harding's Economics Teams have won regional Free Enterprise Competitions twelve of the last thirteen years and have placed first in the National Students In Free Enterprise Competition in 1980, 1981, 1982, 1984, 1985, and 1987. The Economics Teams were National Runners-up in 1979, 1983, 1986, 1988, and 1989.

**ATHLETICS** at Harding involve nearly all students. A full intercollegiate schedule draws many participants and even more ardent supporters. Participation in an outstanding intramural program involves about 80 per cent of the men and 70 per cent of the women students. Harding is a member of the Arkansas Intercollegiate Conference and the National Association of Intercollegiate Athletics. Men's teams are fielded in football, baseball, basketball, track, cross-country, tennis, and golf. Women's teams are fielded in basketball, cross-country, tennis, track, and volleyball. The Athletic Committee controls intercollegiate sports in harmony with established policies approved by the faculty, and competition is regulated by the basic educational purposes of the University. In the conduct of intercollegiate athletics, the University administration subscribes to the Athletic Policy of the Commission of Colleges and Universities of the North Central Association of Colleges and Schools. **The student athlete must be an undergraduate student regularly enrolled in at least 12 semester hours. He/she must have passed 12 hours the previous semester in attendance and no less than 24 hours the previous two semesters with a satisfactory cumulative grade point average.** Participation is limited to four years during the first 10 semesters of undergraduate enrollment.

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

**SOCIAL CLUBS** at Harding are different from fraternity systems of most institutions. Every student who desires membership in a club is assured of receiving an invitation, and the large number of groups (18 for women, 19 for men) gives each student a wide choice of club interests and sizes. Organized to provide students a wholesome social life with opportunities to develop leadership abilities and cooperative attitudes, the clubs engage in service projects, promote school spirit at athletic events, and enjoy banquets, parties, outings, interclub athletics, and Spring Sing competition.

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

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





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

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

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

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

The object of the Counseling Center is to help individuals achieve a realistic appraisal of their abilities, interests, values, and aptitudes. Increased self-understanding is viewed as essential to developing the insights and skills necessary for mature, personally satisfying decision making. During the school year students can also take advantage of special groups in time management, study skills, and self-improvement. If tests are needed for self understanding, academic planning, or vocational selection, these are administered and interpreted at no cost.

All services are short-term, non-fee services which are independent of any medical, instructional, or disciplinary measures.

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

When students need test scores sent to other colleges, graduate schools, or to other agencies, they should contact in writing the Institutional Testing Office. Requests are \$4 each.

**THE OFFICE OF CAREER PLANNING AND PLACEMENT** has two major functions:

*Career Planning* — The Office of Career Planning and Placement assists students who seek help in choosing a major or in planning a career. Vocational interest testing, career counseling, and occupational information are all available without charge to Harding University students and alumni.

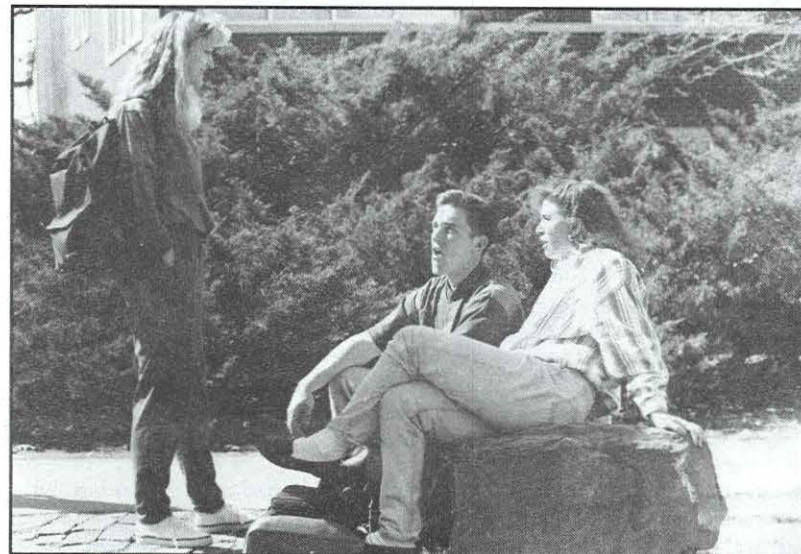
*Placement* — The Office of Career Planning and Placement assists graduating seniors and alumni to find suitable employment or graduate study. More than 100 business firms, school systems, and graduate schools come to the Harding campus each year to recruit Harding University graduates. Placement files are kept, and credential packets are mailed upon request of the graduating senior or alumnus. The first 10 packets for graduating seniors are mailed at no charge. For each set above 10, and for each set after a graduate has been out of school two years or more, there is a charge of \$6.00 per set. All graduating seniors must register with the Office of Career Planning and Placement.

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

Since hospitalization is not included as a part of the University's own infirmary service, a student accident and sickness insurance plan is available to all full-time students at a cost of approximately \$495 per year for a single student under a student group plan, with higher rates for students having dependents. This covers hospitalization, surgical fees, and medical care as provided in the policy and includes intramural athletic activities.

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

Health service does not cover the cost of drugs, extensive examination, X-rays, dental care, or medical attention for chronic illnesses or accidents, including those incurred in voluntary activities such as intramural sports and outings, which require the service of a physician or outside hospitalization. These





services may be arranged through the nurse, but the student will be expected to pay the additional cost.

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

**THE ALUMNI ASSOCIATION** of Harding University maintains an office on the first floor of the American Heritage Center. This office serves as the center through which the activities of the Alumni Association are coordinated. The purpose of the Association is to promote the welfare of Harding and a mutually beneficial relationship between the alumni and their Alma Mater. An up-to-date file on alumni is maintained, including alumni of Harding University, Harding College, Arkansas Christian College, Harper College, Cordell Christian College, Western Bible and Literary College, Monea College, and Potter Bible School.

News about Harding alumni and Alumni Association activities is published in the **Harding Magazine** under "Connections." This is sent to all alumni in the active file. The chief activities of the association are held in the fall during Homecoming. A business meeting is held every two years; the year in which new officers are elected. The 25-year and 50-year classes are honored at Homecoming, and the Black and Gold Banquet is featured. Five-year class reunions are encouraged at this time.

A Distinguished Alumnus Award is presented at the Black and Gold Banquet to an outstanding alumnus chosen by the Executive Committee of the Association from nominations made by alumni. Five Outstanding Alumnus Awards are also made annually, the recipients being chosen by different divisions of the University. Alumni who graduated 50 or more years ago hold membership in the Golden Circle. They have a reunion banquet during Homecoming.

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

Specific rules and regulations which encourage Christian living and growth are presented in the Student Handbook, which all students are required to read and follow. Penalties for failure to comply are detailed in the handbook,

grievance procedures are also described along with a statement on student rights. Failure to follow Harding's Code of Conduct can result in suspension from school.

The agreement between Harding University, Inc., and its students shall be considered as made at the City of Searcy, and is to be construed as a contract in accordance with the laws of the State of Arkansas. This is an agreement for educational services and/or room and board and any other incidental goods or services involved in the educational process.

**INFORMATION WAIVER:** Occasionally the media, employers and scholarship donors will request lists of students who rank in the top ten, one-fourth, and one-third of the freshmen, sophomore, junior, senior and graduate classes. Ranks as well as directory information such as name, address, major, team sports you participate in, extra-curricular activities, etc., are available to any person inquiring; however, if you do not wish this information to be released, please complete a form with the Vice-President for Academic Affairs.

Also, semester grades are posted by social security number only if HU has a signed waiver allowing it to do so. Such a form must be completed for each course. The faculty member for each particular course will have the necessary waiver.

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

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





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

Students with eight unexcused absences will receive a chapel warning card. The card must be signed and returned to the Student Services Office. Students are considered to be on chapel warning at this point. Students who accumulate more than ten unexcused absences from chapel in a semester will receive a drop card from the Student Services Office. Three tardies will count as one absence. It is the students' responsibility to check the list each week to see if their name appears with the absences recorded and any correction must be made within one week.

**CHURCH ATTENDANCE:** Harding students are expected to be in regular attendance at the services of the Church.

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

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

1. Students are encouraged to develop a **servant-leadership-ministry lifestyle**. Faculty and students alike are encouraged to fully integrate faith, learning and living.
2. Students are expected to be men and women who **pursue honesty and integrity**. Lying, cheating, and stealing must be avoided.
3. To **encourage spiritual growth**, attendance at church services, chapel, and Bible classes is required for all students.
4. **Personal wellness** is stressed, and students must abstain completely from the use of illegal drugs, alcohol (regularly or socially) or tobacco in any form.
5. **Social wellness** is stressed, and students in the Christian university environment must exclude all forms of sexual immorality, pornography and profanity.
6. Students are expected to **dress modestly at all times**.
7. Students are expected to **abide by a positive residence hall code** designed to encourage Christian living. Curfews are enforced, and standards strictly regulated.
8. **Sportsmanship and fair play** for both spectators and participants in intramural and intercollegiate athletic competition are expected.
9. Students are **encouraged to participate** in the non-fraternity social clubs which give them an opportunity to reflect in a small organization the mission of the university both socially and spiritually.
10. Students are expected to **serve others**, as this is the true test of success for any person or organization.

Each of our students is responsible for knowing all the policies and regulations contained within this document. Each is also expected to demonstrate a respect for oneself and the rights and property of others, both within and outside the university community.

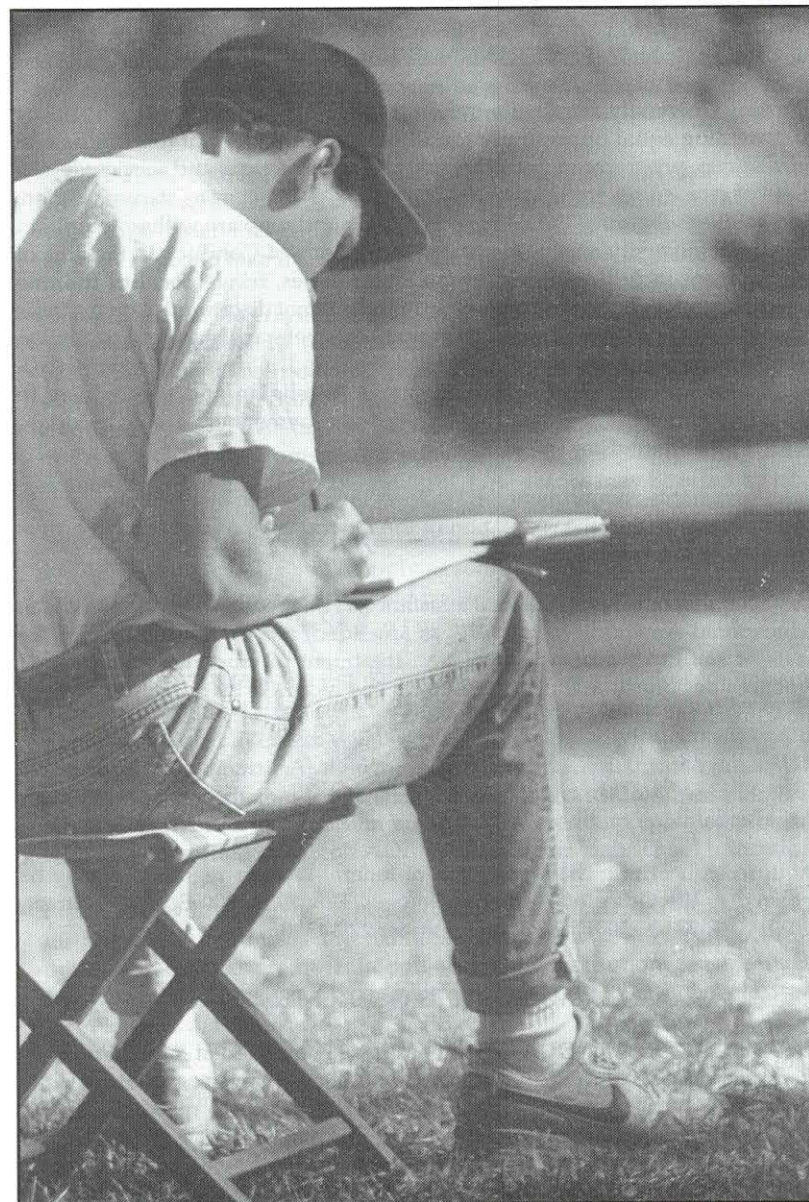
Students are expected to maintain the highest standards of morality, integrity, orderliness and personal honor. Harding University reserves the right to refuse admittance to, or dismiss any student whose lifestyle is not consistent with the Christian principles that Harding represents.

The Student Services Office provides Harding students with a copy of the Student Handbook. Each student is expected to review the handbook and abide by the lifestyle Harding seeks to promote.



## Academic Information

Admission Requirements . . . Enrollment Procedures . . . Tests . . .  
Grades . . . Course Information . . . Special Programs . . . The  
Undergraduate Curriculum . . . Degrees Granted . . . Graduation  
Requirements





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

## NONDISCRIMINATION STATEMENT

Harding University, hereinafter referred to as HU, is committed to the policy of providing equal opportunity for all persons and will not discriminate in admissions, programs or any other educational functions and services on the basis of race, color, creed, national origin, sex, age, veterans status, religion, or disability who meet the admission criteria and who are willing to uphold Harding University's values as stated in its Code of Conduct. In the area of employment including hiring, upgrading, salaries, fringe benefits, training and all other conditions of employment, HU will not discriminate on the basis of race, color, creed, national origin, sex, age, veterans status or disability. Harding University, under federal guidelines and as reflected in HU's Articles of Incorporation, may discriminate as to religion and may adhere to religious tenets regarding the limitation of employment of women in certain preaching and minister roles.

Based upon this commitment, HU follows the principle of affirmative action and operates within the regulation of the federal laws and executive orders prohibiting discrimination.

As a recipient of federal financial assistance, HU is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of sex in its admission policies, treatment of students, employment practices or educational programs except as required by religious tenets of the Church of Christ.

HU has an Affirmative Action Plan. Copies of the Affirmative Action Plan are available in the offices of the Dean of Students and the Office of Human Resources.

Inquiries concerning the application of federal laws or regulations may be referred to the Office of Human Resources, Box 2257, 900 E. Center Street, Searcy, AR 72149-0001, telephone number 279-4380.

## ADMISSION REQUIREMENTS

**HIGH SCHOOL GRADUATES** should have completed at least 15 units in academic subjects. Specifically, an applicant should have completed 4 units of English, 3 units of mathematics (taken from general math, geometry, algebra I, algebra II, trigonometry, precalculus or calculus), 3 units of social studies (taken from civics, American history, world history or geography) and 2 units of natural science (taken from physical science, biology, physics or

chemistry). Although not required for admission, 2 years of foreign language is recommended. The additional units may come from any academic area.

A student who has not met the above requirements, but has 3.0 grade average and ACT composite score of 21 or has an SAT combined score of 840 can be considered for unconditional admission. Students who do not meet the curriculum requirements or scores for unconditional admission must be reviewed by the admissions committee. Because many students are opting for home schools, special consideration is made for these students. If the home school supplies a transcript, the transcript must be on file in the Admissions Office. Admission will be granted after the student's transcripts, test scores and references are reviewed. If transcripts are not available, then the student must take the GED in addition to the ACT or SAT.

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

Generally, a "B" average and a 19 on the ACT or 800 on the SAT are the minimum requirements for unconditional admission consideration — provided the student has good references and a completed admissions file. High school graduates and transfer students with fewer than 14 semester hours of credit are required to submit an official report of scores achieved on the ACT or SAT. ACT/SAT scores and academic records are jointly considered in evaluating the eligibility of an applicant. Low grades may be offset by higher ACT/SAT scores; high grades may offset lower ACT/SAT scores. Students who have academic records lower than a "B" average and test scores less than 19 (ACT) or 800 (SAT) should apply as soon as possible so their applications can be considered on an individual basis. Alternative enrollment dates may be required for students who don't meet these standards.

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

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

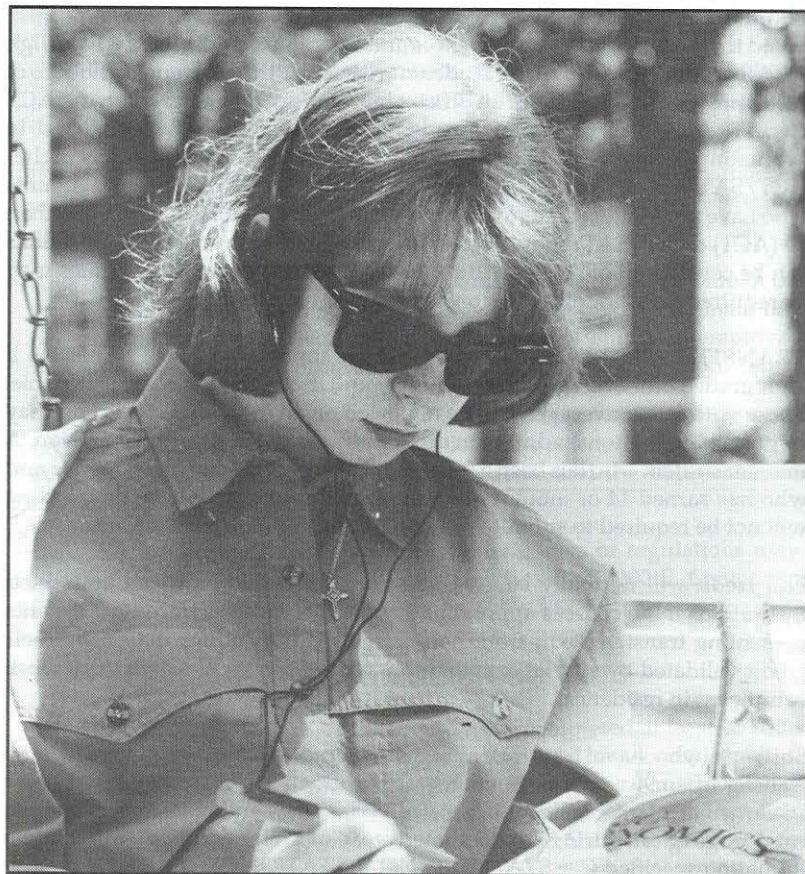
Students who have been attending an accredited four-year college may transfer up to 96 semester hours toward graduation. At least 60 hours must be earned at a 4 year college. A transfer student may enter Harding under the catalog in effect during his freshman year of college, subject to the time limitation specified (see STATUTES OF LIMITATION SECTION).



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

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

**Steps toward admission.** The Director of Admissions and other members of the Admissions Services Office are ready to provide necessary



assistance with all phases of college plans. Interested students should feel free to write or call: Director of Admissions, Harding University, Box 2255, Searcy, AR 72149-0001 (Phone: Toll free 1-800-477-4407). 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. An effort is made to admit all students irrespective of race, color, creed, national origin, sex, age, veterans status, religion, or handicap who meet the admission criteria and who are willing to uphold Harding University's values as stated in its Code of Conduct. To be considered for admission, students must see that the following items are filed with the Director of Admissions:

**APPLICATION FOR ADMISSION:** An Application Packet can be obtained from the Director of Admissions. The Application Packet is to be completed by the applicant and returned to the Director of Admissions well in advance of the proposed enrollment date.

Two required fees should accompany the application for admission — a \$25 application fee and a \$125 housing reservation deposit. The application fee is non-refundable and covers the cost of application processing. The housing reservation deposit is applied to the student's account and is refundable until May 1.

The fees may be forwarded in the form of one check or money order in the amount of \$150 made payable to Harding University. Commuting students should file only the \$25 application fee. Married students should file, in addition to the \$25 application fee, a \$125 apartment reservation fee for a total of \$150.

**REFERENCE FORMS:** The two reference forms which are included in the application packet must be completed in order to be considered for admission. The academic reference should be completed by a counselor, principal or teacher (dean of students or registrar if applicant is a transfer student). The character reference should be completed by a minister, youth director or other church leader.

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

**ENTRANCE TEST:** Harding uses either the test of the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) as an entrance examination. Applicants who will have fewer than 14 semester hours of transferable college credit when entering Harding will be required to submit scores on the ACT or SAT. The ACT includes tests in English, mathematics, reading and science reasoning while the SAT includes tests in quantitative and verbal skills. The entire battery is completed in one morning. Scores on



the ACT/SAT are used along with other information to determine the ability of each applicant to be successful in college work at Harding University.

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

**Readmission Procedures.** Students who have previously attended Harding University and are returning do **not** have to make application through the Admissions Office. They must apply for readmission through the Student Affairs Office. The Student Affairs Office will process the Readmission Form and send notification concerning readmission. If they have attended another college/university in the interim, they must request the Registrar of that institution to send a transcript of their work to the Registrar at Harding. Graduate students must apply to the Dean of the appropriate school.

**An Advanced Studies Program** is conducted each summer for outstanding high school students who have completed a junior year in high school. Students who have achieved a "B" average or better in 12 solid academic courses may be approved for enrollment in college courses during the summer sessions. Credit earned in this program will be held in escrow until the students have completed the senior year of high school. Some students may qualify for admission to college the following fall semester. For information, write Admissions Services, Harding University, Box 2255, Searcy, AR 72149-0001.

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

- 1) Have completed 12 solid units in high school
- 2) Have a 24 or higher on the ACT
- 3) Have a G.P.A. of 3.0 or higher
- 4) Have good references
- 5) Are 17 years of age when starting college

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

1993-1994 Harding University Catalog **Academic regulations** at Harding are as follows:

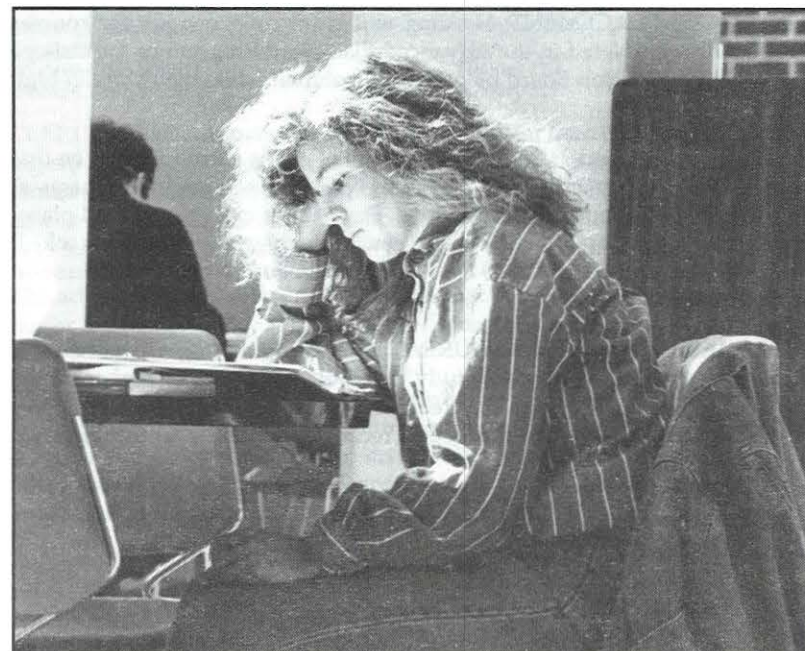
## ENROLLMENT PROCEDURES

**LATE ENROLLMENT:** Students enrolling after the day set for registration are charged a late enrollment fee of \$35.00 for Wednesday, Thursday and Friday following regular registration, \$45.00 for Monday through Wednesday of the second week, and \$55 thereafter. The amount of course work to be carried is reduced according to the time of entrance.

Enrollment is not permitted after Monday of the third 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.

**DROPPING AND ADDING CLASSES:** To drop or add a class, a student must submit to the Registrar a properly signed official drop card. For the first three days after registration, there is no charge for dropping and adding classes. After this period, the student will be charged a fee of \$7.00 to drop or add a class. The last day to add a class is Monday of the third week of the semester.

Any class dropped without the official approval of the University will be marked "F." Courses dropped by Monday of the third week will not appear on the official record. If a class is dropped after the Monday of the third week of the semester, a grade of "W" will be assigned, and that grade will not affect the grade-point average. A class may not be dropped after Friday of the thirteenth week in the fall or fourteenth week in the spring. During summer sessions, the second and fourth weeks will be the deadlines.





**DUAL ENROLLMENT:** A student may not enroll at another institution while attending Harding in order to keep from taking Bible, attending chapel, or living on campus.

**TRANSFER CREDIT:** Transfer credit will count as upper-level credit only if the course has a junior-senior status at the institution where taken. A student must complete a minimum of 60 hours at a four year institution. All work transferred from a junior college is considered lower-level credit except for 300-level courses taken in the third year in an approved third-year program.

## TESTS

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

**FINAL EXAMINATIONS:** An examination fee of \$6.00 will be charged for a final to be taken out of schedule unless it is because of illness confirmed by the school nurse or family physician or approved official representation of the University. Except for certain courses approved beforehand, final examinations are not to be taken before the beginning of the scheduled final examination period.

**ADVANCED PLACEMENT:** Harding will grant college credit for courses successfully completed in the Advanced Placement Program of the College Entrance Examination Board by entering freshmen while they were in high school.

For scores of 5, 4, and 3, the semester hours of credit permitted will be that allowed for the corresponding freshman course or sequence of courses at Harding, but no grade will be assigned. Freshmen earning advanced placement credit may take sophomore-level courses in the academic area in which the credit was earned. A \$30.00 fee will be charged to record each course on the student's transcript.

**INTERNATIONAL BACCALAUREATE:** Harding will grant credit for courses in appropriate areas of study based on scores of 5 or higher on the Higher Level examinations. No credit will be awarded for the subsidiary exams. A \$30.00 fee will be charged to record each course on the student's transcript.

Course equivalencies will be determined by the appropriate department.

**CLEP CREDIT:** Credit hours may be earned through the College-Level Examination Program (CLEP) as outlined in the tables below. While CLEP credit applies toward advancing the classification of a student, no grade is assigned for course credits received.

## CLEP GENERAL EXAMINATIONS

CLEP General Exam	Minimum Score	College Course	Credit Hours
English Comp/Essay	500	English 111	3
	530	Proficiency Requirement	0
Humanities	470-500	Art 101 or Music 101	2
	510-Above	Art 101/Music 101/Eng 171	4/5
Natural Science	470-500	*Physical Science	3
	510-Above	Physical Science/Biology 111	6
Social Science/Hist.	470-500	*Social Science	3
	510-Above	Soc. Sci./Hist. 101 or 102	6

\*Specific course numbers will not be listed on the student's transcript, but the credit will count toward satisfying general education requirements in the respective areas.

## CLEP SUBJECT EXAMINATIONS

CLEP Subject Exam	Minimum Score	College Course	Credit Hours
Accounting, Intro	50	Acct. 205-206	3,3
American History I	50	History 101	3
American History II	50	History 102	3
American Government	50	Pol.Sci. 205	3
Anal/Interp of Lit.	50	English 171	3
Calculus/Element Func	50	Math 201	5
College Algebra	50	Math 151	4
College Algebra/Trig	50	Math 171	5
College Comp/with Essay	50	English 111	3
College French	50	French 101-102	4,4
College German	50	German 101-102	4,4
College Spanish	50	Spanish 101-102	4,4
General Biology	50	Biology 111	3
General Chemistry	50	Chem. 114-115	4,4
Info Systems/Comp Appl	50	Comp. 101, 210	6
Macroeconomics, Intro	50	Economics 201	3
Marketing, Principles of	50	Marketing 330	3
Microeconomics	50	Economics 202	3
Psychology, Introductory	50	Psychology 201	3
Sociology, Introductory	50	Sociology 201	3
Trigonometry	50	Math 152	2
Western Civilization I	50	History 110	3
Western Civilization II	50	History 111	3

CLEP General Examinations must be taken no later than the first date following enrollment as a freshman at Harding — October in the Fall semester and January in the Spring. Students may choose to take CLEP General Examination on an institutional or national basis; but institutional testing is available only in June, July, and August. The test content is identical.

The advantage of institutional testing is that scores are available within 24 hours; the disadvantage is that some colleges and universities will not accept the credit if the student transfers.

CLEP Subject Examinations may be taken at any test date during the student's undergraduate enrollment. The exams are given in January, April, June, July, August, and October — always on the 3rd Thursday of the month. CLEP examinations may not be taken for courses in which students were previously enrolled.

When deciding whether to take CLEP examinations, students should consider the following guidelines for probable success in meeting cut scores: ACT score of 25 or higher, SAT total score of 1000 or higher, or successful completion of high school honors courses in specific areas. If a student's readiness to take



CLEP is borderline, teachers or counselors or the Office of Institutional Testing staff should be consulted.

CLEP fees are subject to change after the print date of this catalog, but current fees include: administrative fee to Harding — \$12; recording fee per course to have credit put on the transcript — \$30; fee per test for institutional testing — \$36; fee per test for national testing — \$38.

The General English Composition with Essay examination is administered four times a year — in January, April, June, and October. Incoming freshmen should plan to take this general exam in June (before fall enrollment), October (first semester freshman), or January (first semester freshman).

Students must submit a registration form and appropriate fees indicating which CLEP exams they plan to take to the Office of Institutional Testing at least one month before the test date. Registration forms are mailed to incoming freshmen in April by the Student Services Office or the forms may be picked up from high school counselors or obtained from the Office of Institutional Testing, Harding University, Box 2250, 900 E. Center, Searcy, AR 72149-0001. A CLEP Test Center booklet listing test centers and testing dates is available from CLEP Publication Orders, Box 2814, Princeton, NJ 08540.

**EXEMPTIONS TESTS:** A student may in most general education courses be exempt from the specific course requirement by satisfactorily passing a comprehensive examination over the course; however, no hours of credit are received. The candidate is charged a fee of \$10.00 per course for exemption tests.

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

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

The type of examination to be given is determined by a departmental committee. The candidate is charged a fee of \$10.00 upon application and pays the regular tuition for the course when credit is granted. A grade of "C" or higher must be achieved to receive credit by examination. A student who has dropped or failed a course, either in regular attendance or by examination, may not apply for credit by examination in that course.

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

**VALIDATION CREDIT:** A student who has taken courses of study in a non-collegiate program such as a hospital, business school, or vocational school may be permitted to validate college credit for such study through

comprehensive examinations for comparable courses offered at Harding. The candidate is charged a fee of \$10.00 per course for the validation tests. A grade of "C" or higher must be achieved to receive validation credit. Upon successful completion of a validation test, the Registrar will record the credit without additional charge to the student, but no grade will be assigned. College credit earned by validating courses successfully completed in a non-collegiate program is not counted in the 32-hour maximum noted above.

## GRADES

**REPORTS AND GRADES:** Reports of mid-semester and 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. Performance of the student in each course is expressed as follows:

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

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

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

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

**HONORS AND GRADE POINTS:** In order to determine the student's scholarship level, the following points are assigned for each hour of the indicated grade: A, 4; B, 3; C, 2; D, 1; F and I, 0. A grade of "W" is not used in determining scholarship levels. The scholarship level or grade point average is computed by dividing the hours attempted into the total grade points.

A Dean's List is published each semester honoring those who achieved high scholarship. To be eligible for the Dean's List a student must be carrying 12 or more hours of work and have an average scholarship level of 3.50. Students who achieve a scholastic level of 3.30 points during their entire college course are graduated cum laude. Those with an average of 3.60 are graduated magna cum laude. Those with an average of 3.85 are graduated summa cum laude.



## ACADEMIC WARNING AND PROBATION:

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

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

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

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

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

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

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

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

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

## COURSE INFORMATION

**CLASSIFICATION OF STUDENTS:** 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

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classified as **sophomores**. Those with 60 hours are **juniors**. Those with 90 hours are **seniors**.

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

**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.

**NUMBERING OF COURSES:** Normally courses numbered 100-199 are for freshmen; 200-299 for sophomores; 300-399 for juniors; and 400-499 for seniors. Courses numbered 250-299 taken by second-semester sophomores, juniors and seniors count as upper level credit. First-semester sophomores may receive upper level credit in these courses provided they are preceded by a year of freshmen credit in the same subject.

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

Courses numbered 500-599 may be taken for graduate credit by students who are qualified to take graduate courses.

Credit in a course at the undergraduate level normally voids the course at the graduate level EXCEPT for Independent Study courses at the 600 level. Courses numbered 600 and above are open only to graduate students and require at least 12 hours in the field as a prerequisite. Although students who are within nine hours of the baccalaureate degree may enroll for 500 and/or 600 courses if approved in advance by the Director of Graduate Studies, credit in 500 and 600 courses cannot be applied toward meeting the baccalaureate degree requirements.

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

Juniors and seniors whose scholarship level for the previous semester is 3.00 or whose cumulative grade-point average is 3.00 may carry 20 hours of credit. Under no circumstances will a student be permitted to enroll in more than 20 hours per semester.

The maximum credit that can be earned during the supervised teaching semester normally is 17 hours, but the Dean of the School of Education may permit 18 hours when circumstances justify.

**REPEAT COURSES:** Students may repeat any course which they have previously taken; however, repeating a course voids previous credit in that



course and the grade received when the course is repeated becomes the official grade for the course. The repeated course cannot be dropped without losing credit in the course. The GPA may not be raised by repeating a course and then withdrawing from it.

**CLASS ATTENDANCE:** Admission to the University implies that the students will observe the regulations of the school in regard to class attendance.

**BIBLE CLASS ATTENDANCE:** Students who take more than eight hours in a semester or in summer school (excluding intersession) must take a Bible class that meets at least three hours a week. The only exceptions are: 1. Students who are in their teaching block. 2. Students who already have a Bachelor's degree and have fulfilled their Bible requirements in that program. 3. Any student who has more than 120 hours and has already taken 8 semesters of Bible.

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

**APPROVED RELATED COURSES FOR JUNIORS AND SENIORS:** The following courses may be taken by juniors and seniors who have already satisfied the eight-hour general education requirement in textual Bible courses as a substitute for the required Bible course.

Upper-level textual Greek and Hebrew courses, missions courses, and philosophy courses.

Business 435 by business, public relations and advertising majors.

Physical Science 410 by senior B.A. and B.S. science, biology and mathematics majors who meet the qualifications for admission to the course.

Sociology 401 by social science majors.

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

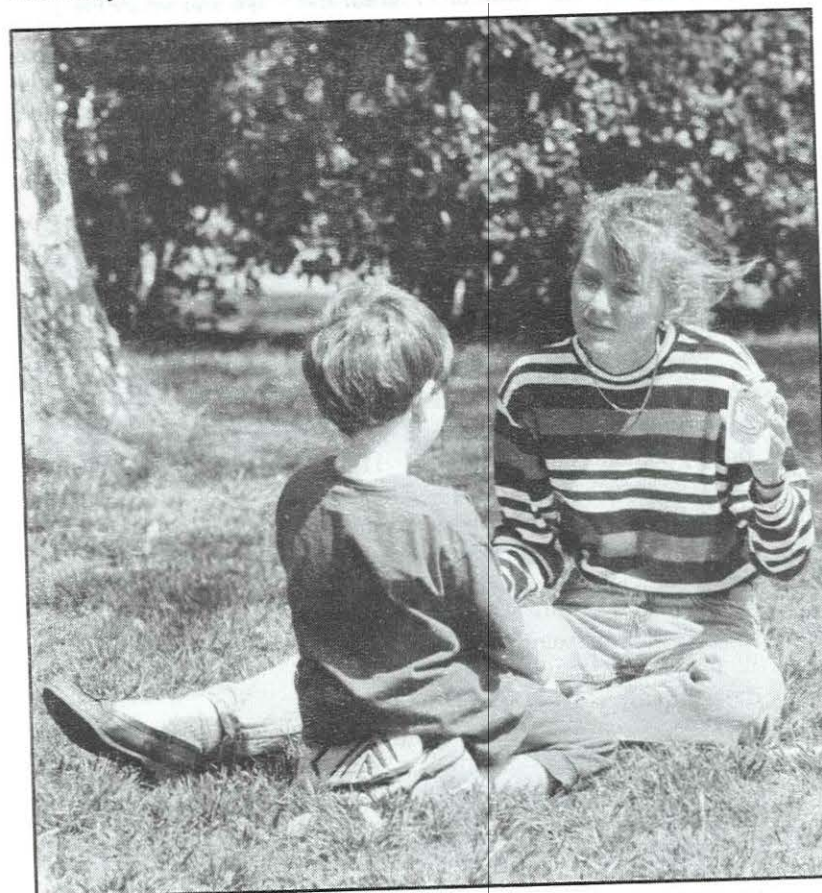
All correspondence courses that are to apply toward graduation should be approved in advance by the Vice President for Academic Affairs and must be taken from a college or university that is a member of the National University Extension Association. A minimum grade of "C" must be achieved for the credit to transfer. A course that has been previously failed by a student will not be approved for correspondence study.

## SPECIAL PROGRAMS

**PASS:** Entering freshmen with Composite ACT under 19 on the Enhanced ACT will be placed in an academic enrichment program in order to improve their study skills, reading, English, and mathematics. If they make high enough on an academic skills test, they will be exempted from one or more of these classes.

**SEARS LEARNING CENTER:** The Learning Center provides information and services needed by students to achieve academic success. A range of support activities and materials provide: an individualized, personal, and supportive learning environment, tutoring, computer software and audio-visual materials to enhance study effectiveness and efficiency, individual diagnostic study skills assessment and counseling, study skills workshops, reading enhancement materials, and wordprocessing programs.

**HONORS:** Admission to this program is by invitation only. Students interested in the Honors Program should contact Dr. Larry Long, Box 898, Harding University.





## STUDENT SUPPORT SERVICES:

This project, funded by the federal government, offers assistance to students who qualify under the following guidelines: the student must be a first-generation student in college (which means neither parent graduated with a four-year college degree), or be classified as "low-income" according to federal guidelines, or have a physical disability, or learning disability. Services are free of charge to eligible students and include tutoring, individual counseling (personal, academic, career, or financial), help in securing financial aid, self-help modules in math, reading, writing, grammar and study skills, and aid in securing accommodations needed for an impairment. The goal of the project is to enable the student to successfully complete a college degree.

## ROTC:

Harding will accept credit for ROTC from the University of Arkansas in Little Rock. For details, see the Vice President for Academic Affairs.

**THE UNDERGRADUATE CURRICULUM** is organized by divisions into two phases, the General Education Program and Major and Minor Fields.

**THE GENERAL EDUCATION PROGRAM** is designed to give all students basic understanding of specific content areas, to develop essential and fundamental skills, to develop a Christian world view that brings a spiritual perspective to every academic discipline, and to nurture both a readiness for learning and an ethical consciousness that will sustain students for living in a world of complexity and change.

The General Education courses are:

- I. Spiritual and moral values — 8 hours
  - A. Bible 101 and 112 — 4 hours (to be taken during freshman year)
  - B. Two courses selected from Bible 211, 213, 215, and 234 — 4 hours
- II. Communication and critical thinking — 9 hours
  - A. Freshman composition (Eng 111) — 3 hours<sup>1</sup>
  - B. Sophomore composition (Eng 211) — 3 hours
  - C. Basic speech (ComO 101) — 3 hours
- III. The individual and the social environment — 9 hours
  - A. Principles of human psychology (Psy. 131) — 3 hours<sup>2</sup>
  - B. Social science — 3 hours: one course selected from PolS 205, Soc 203, and Econ 201<sup>3</sup>
  - C. Physical well-being — 3 hours: P.E. 101 (1 hour) and two PE and/or Recreation activity courses (2 hours)<sup>4</sup>
- IV. The natural world — 9 hours
  - A. Mathematics — 3 hours: Math 200 or any mathematics course numbered 151 or higher<sup>5</sup>
  - B. Biological science — 3 hours: Biol 111, 113 or any course numbered 121 or higher<sup>6</sup>
  - C. Physical science — 3 hours: one course selected from PhS 111, Earth Science Survey; PhS 112, Introductory Geology, PhS 113, Astron-

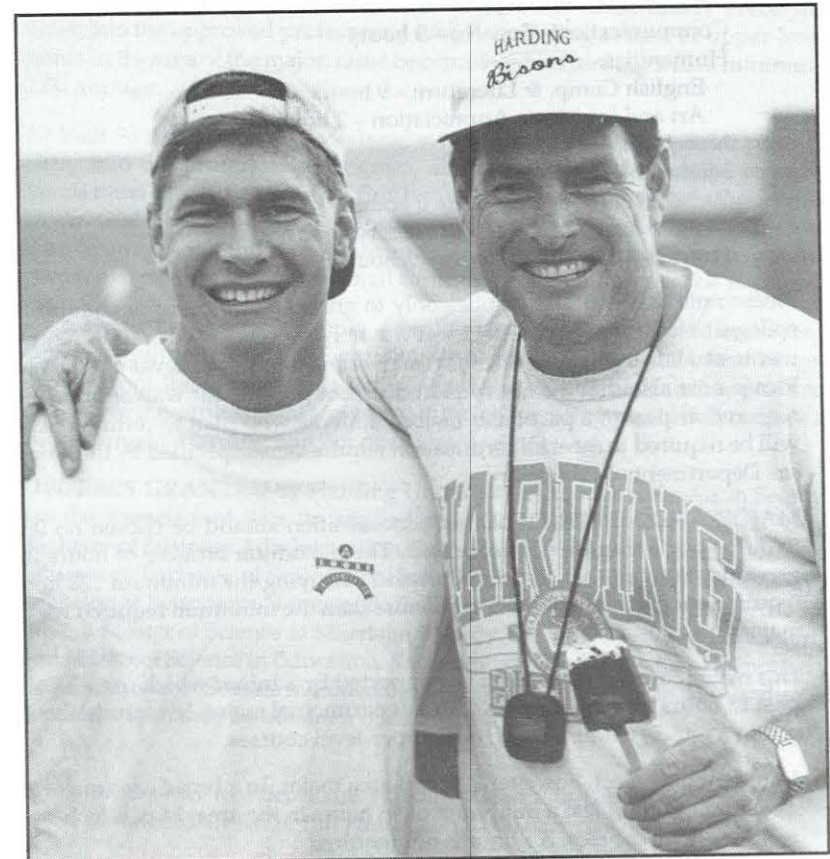
omy and Space Science; PhS 115, Energy, Pollution, and Society; and PhS 116, Everyday Physics and Chemistry.<sup>7</sup>

- V. The creative spirit — 7 hours
  - A. Art appreciation (Art 101) — 2 hours
  - B. Music appreciation (Mus 101) — 2 hours
  - C. Literature of the Western World (Eng 171) — 3 hours
- VI. The historical perspective — 6 hours
  - A. American history — 3 hours: Hist 101 or 102
  - B. Western civilization — 3 hours: Hist 110 or 111
- VII. Global literacy — 6 hours  
Selected from the following courses: any of the modern Foreign Language courses,<sup>8</sup> InSt 201 HUF Only (1-2 hours), InSt 310, MSN 387, Nurs 344, Nurs 413, PolS 202, Anth 250, or MSN 386,<sup>9</sup> Biol 250, Geog 302 or 303, SocS 301, MSN 388, and HNRS 204 and 205.

<sup>1</sup>Entering freshmen with a score below 19 on the ACT English test (350 or below on the SAT verbal test) will be required to pass English 100 before enrolling in English 111.

<sup>2</sup>Only freshmen should take Psy 131. Students certifying to teach should take EdFd 203. All others should take Psy 201.

<sup>3</sup>Students certifying to teach must complete 12 hours in social science: Hist 101 or 102, Hist 110 or 111, Pol Sci 205 and one additional 3 hour course. For elementary and special education majors, it





must be Geog 302 or 303. For those certifying on the secondary level, it may be any course in history, political science, sociology, social science, geography, or anthropology.

Foreign students must take Hist 101 or 102 and Pol Sci 205.

<sup>4</sup> Students who transfer to Harding with less than 3 hours of physical education activity should take PE 101. All prospective teachers must also take Health Ed 203.

<sup>5</sup> A score of 27 or more on the ACT Math (550 on the SAT) exempts one from this requirement.

<sup>6</sup> Physical education majors, health majors, and nursing majors must take Biol 113.

<sup>7</sup> The Physical Science requirement may be satisfied by Chem 114 or 121 or Physics 201 or 211.

<sup>8</sup> The Global Literacy requirement is waived for international students for whom English is a second language. Other students who wish to apply for waiver on the basis of extended residence abroad will have their cases considered by a review board.

<sup>9</sup> Anthropology 250 and Missions 386 cannot both be taken to satisfy the Global Literacy requirement. Only one will count.

Only one of Missions 386 or Missions 388 will count toward meeting the Global Literacy requirement.

Only one course can count for both a Bible requirement and Global Literacy.

Junior or Community College Students who complete the A.A. or A.S. degree before transferring may satisfy Harding's general education requirements at the junior college by completing the broad-area curriculum outlined below:

Bible (textual courses) – 8 semester hours

Communications (Speech) – 3 hours

Humanities:

English Comp. & Literature – 9 hours

Art and/or Music Appreciation – 2 hours

Natural Science – 6 hours

Mathematics – 3 hours

Social Science (must include 6 hours

American and/or World History) – 12 hours

Physical Education Activity – 3 hours

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. However, they may substitute upper level equivalents. Please note also that the above plan does not provide for waiver of courses required as part of a particular major. Students who plan to certify to teach will be required to meet all certification requirements specified by the Arkansas Department of Education.

MAJOR AND MINOR FIELDS of concentration should be chosen no later than the beginning of the junior year. The maximum number of hours in a given department that can count toward satisfying the minimum 128 hours required for graduation is 12 hours more than the minimum required for the major.

This major concentration must be supported by a minor which consists of at least 18 hours from another field. In a departmental major, 18 semester hours, and in a minor, 6 hours must be in upper-level courses.

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

**Special Major:** In the case of students who have made a choice of a vocation or profession for which there is no established departmental major, a special area of concentration may be arranged by the Vice President for Academic Affairs and the chairs 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.

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

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

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

**Professional Programs:** 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 93 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. If the cooperating institution confers a baccalaureate, Harding will not offer a second one.

**DEGREES GRANTED** by Harding University at its main campus in Searcy are the Associate of Arts (in applied office science only), Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music Education, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Arts in Bible, a Master of Science in Marriage/Family Therapy, Master of Education, and Master of Science in Education. Requirements for the Master of Education and the Master of Science in Education degrees are contained in the **Graduate Catalog** which may be obtained upon request from the Director of Graduate Studies.

Those who wish to attend the Harding Graduate School of Religion in Memphis should write Dr. Bill Flatt, Dean, 1000 Cherry Road, Memphis, TN 38117.



## GRADUATION REQUIREMENTS

1993-1994 Harding University Catalog

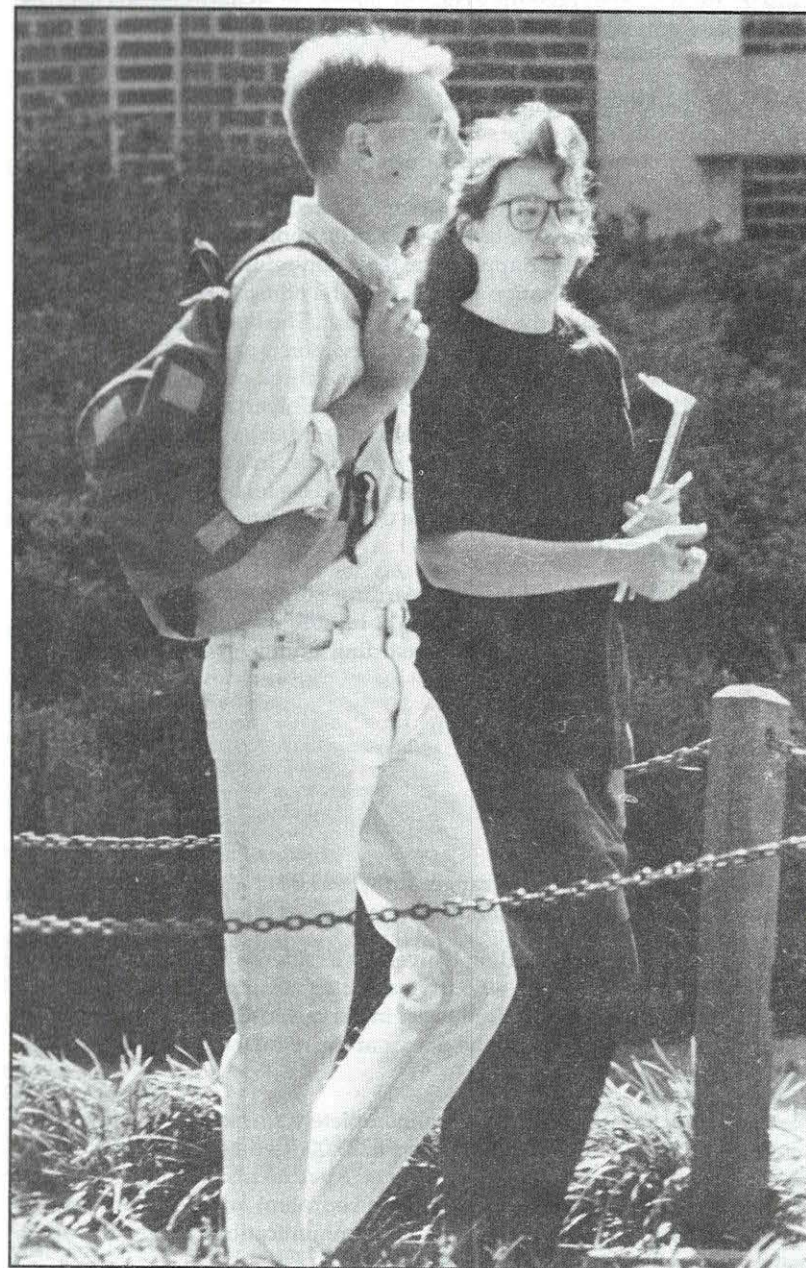
1. Complete a minimum of 128 semester hours. Some majors require more hours.
2. Complete 45 hours of advanced-level work.
3. Complete at least 32 hours in residence at Harding.
4. Complete at least 23 of the last 32 hours in residence at Harding.
5. Earn a GPA of 2.00 in all work.
6. Earn a GPA of 2.00 in the major.
7. Transfer students must earn a GPA of 2.00 in all courses taken at Harding in their major field.
8. Transfer students must earn a 2.00 GPA in all work taken at Harding.
9. Transfer students must earn at least 9 advanced-level hours in their major (for a Bible major, 10 hours) at Harding.
10. Complete all General Education and major requirements as outlined in the catalog.
11. Satisfy the English Proficiency requirement in one of the following ways:
  - (1) Pass English 249
  - (2) Achieve a score of 530 or higher on the General CLEP English Composition with Essay Test
  - (3) Achieve a grade of "B" or higher in freshman English Composition or HNRS 201
  - (4) Achieve a grade of "C" or higher in English 281 at Harding University
  - (5) Receive credit in English 111 at Harding University by CLEP Subject Examination in English composition
  - (6) Receive credit in English 111 at Harding University through the Advanced Placement Program or the International Baccalaureate Program
  - (7) Pass a proficiency test in written English (JEP) after reaching junior standing. A student may attempt this test no more than four times. Students must take the Junior English Proficiency exam before earning 105 hours.
12. File a "Request for Degree" form with the Registrar's Office. May or August graduates should file their "Request for Degree" early in the Fall semester of the senior year. December graduates should file early in the Spring semester of the senior year.

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

**GRADUATION RATE:** The Student Right-To-Know Act requires all colleges and universities to report their graduation rates. Harding graduates over 60% of its undergraduate students, which is substantially higher than the national average of 43% for public colleges and universities and 54% for private colleges and universities.

## Financial Information

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





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

The cost of attending Harding is moderate compared to that assessed by many colleges and universities of the same size and quality. Undergraduate expense estimates may be based on the following charges for the 1993-94 school year.

**ADMISSION FEES REQUIRED:** There are two fees which should be sent with the Application for Admission — a \$25.00 application fee and a \$125.00 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 for dorm rooms if the reservation is canceled before May 1. The fees may be forwarded in the form of one check or money order in the amount of \$150.00 made payable to Harding University. Commuting students should file only the \$25.00 application fee. Married students wishing to make application for campus housing should file, in addition to the \$25.00 application fee, a \$125.00 apartment reservation fee for a total of \$150.00. The apartment reservation fee is refundable if the reservation is canceled 30 days prior to occupancy date.

**GENERAL EXPENSES:** A typical boarding student taking 15 hours per semester can meet all regular expenses of tuition, fees, room, and board for \$9,148.00 for the school year. A non-boarding student can meet expenses of tuition and fees for \$5,790.00.

	Semester	Year
Tuition and Fees (15 semester hours)	\$2,895.00	\$5,790.00
Meals	903.00	1,806.00
Room Rent	776.00	1,552.00
Total Basic Cost for Typical Student	\$4,574.00	\$9,148.00

**ROOM AND BOARD:** Board ranges from \$903.00 to \$1,175.00 per semester depending on the meal plan and declining balance selected.

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

Married students may rent modern, completely furnished apartments on campus for \$210.00 (one bedroom) and \$225.00 (two bedroom) per month, plus utilities in the East Married Student Apartments. The West Married Student Apartments rent for \$210.00 (one bedroom) and \$265.00 (two bedroom) per month, plus utilities. The telecommunications fee for the apartments will be \$16.50 per month.

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

	Semester	Year
Two private lessons per week	\$269.00	\$538.00
One private lesson per week	154.50	309.00
Music 100 (includes rental fee)	186.00	
Music 211, 212 instrument rental	31.50	
Piano rental, each hour	31.50	
Voice 100 (includes practice fee)	141.75	
Piano 100 (Class Piano)	152.25	

#### OTHER SPECIAL FEES:

Advanced Placement Credit (per course)	\$30.00	
Art 105	14.00	
Art 205	17.00	
Art 211	19.50	
Art 235, 255	52.00	each
Art 249	25.00	
Art 250	10.00	
Art 260	8.00	
Art 312, 512	7.25	each
Art 340	60.00	
Art 345, 545	56.00	each
Art 360, 560	32.50	each
Art 365, 565	50.00	each
Art 375, 575	8.00	each
Art 400, 401, 501	52.00	each
Art 475, 675	Appropriate above listed fee applies	
Automobile registration fee	44.00	
Biol. 121, 122, 280, 308, 311, 313, 352, 407, 416, 507, 508, 516, 552	14.25	each
Biol. 421, 521 Lab fee, nonrefundable	29.50	each
Lab fees in chemistry and physics each course, nonrefundable	30.00	each
Change of class fee, each transaction	7.00	
Chem. 405, 505, nonrefundable	51.00	each
CLEP credit (per course)	30.00	
CLEP — Institutional exam (each examination) (subject to change by College Board)	36.00	
CLEP — National exam (each examination) (subject to change by College Board)	38.00	
CLEP — Test Administration Fee	12.00	
ComD 301, 302 plus liability insurance (amount to be determined by ins. company)	17.50	each
ComD 420, 421 plus liability insurance (amount to be determined by ins. company)	132.50	each
ComM 220, 253, 275, 305, 372/572, 409/509	36.00	each
Deferred payment fee	17.50	
Driver instruction, no credit, affiliated with Health Educ. 312/512 in spring	119.00	
Education 203 PPST (Subject to change by ETS)	80.00	
Education 308	33.25	
Education 381, 481	66.25	each
Education 320, 520	16.00	each
Education 404	16.00	
Education 383, 441, 442, 451, 461, 475 fees	132.50	each
Education 419-431	16.00	each
Education 665	64.00	
English 101	15.00	
Graduation fee (required of all graduates whether attending graduation exercise or not)	61.00	



Harding University in Florence, Italy (subject to change with international air tariff and value of dollar)	8,577.00	
History 366, 566	36.75	
History 390/590	36.75	
Home Ec 246, 267, 300, 471		
liability insurance	amt. to be determined by insurance company	
International Baccalaureate	30.00	
Key Deposit	30.00	
Kinesiology 101	27.50	
Kinesiology 124	25.00	
Kinesiology 355, 356	11.00 each	
Kinesiology 302, 502	15.00 each	
Late Registration		
On Wed., Thurs., and Friday after cataloged date	35.00	
On the following Monday, Tuesday, or Wednesday	45.00	
After Wednesday of second week	55.00	
Make-up final examination — each	6.00	
MFT Program	25.00 per sem. hr.	
Music 330	11.50	
Music 403	16.00	
National Teacher Examination (subject to change by ETS)	115.00	
Nursing 203	25.00	
Nursing 205	80.00	
Nursing 315	130.00	
Nursing 350, 351	65.00 each	
Nursing 362	25.00	
Nursing 401	375.00	
Nursing malpractice insurance included in course fees		
Permit for credit by examination — plus regular tuition if credit earned	10.00 per course	
Permit for exemption tests	10.00 per course	
Permit for validation tests	10.00 per course	
Placement Office credentials for alumni	6.00 each set	
P. O. Box Rent	25.00	
Psychology 440, 540 — liability insurance	amt. to be determined by insurance company	
Recreation 130	32.00	
Recreation 133	varies with activity	
Sociology 451 — liability insurance	amt. to be determined by insurance company	
Social Work 452, 652 — liability insurance	amt. to be determined by insurance company	
Telecommunication Fee — each semester	50.00 per student (nonrefundable)	
Transcript of academic record	4.00	
Rush order of transcript	2.00 extra	
Transcript of National Test Scores (after first copy)	4.00	
Tuition for auditing class	81.50 per sem. hr.	

**THE SUMMER SESSION:** The summer session at Harding is an integral part of the total program of the institution. By means of the summer session students can either accelerate or broaden their educational programs. Summer students have the advantage at Harding of air-conditioned classrooms, residence halls, library, student center, and cafeteria. Reservations and requests for information for the summer session should be sent to the Director of Admissions. See the Summer School Bulletin for financial information regarding the summer session.

**GRADUATE SCHOOL EXPENSES:** For a summary of the tuition and fees for graduate students working toward the degrees of Master of Education and Master of Science in Education, see the Graduate Catalog. The same

facilities for room and board are available for graduate students as for undergraduates at the same rate. Expenses for graduate students in Bible and Religion can be found in the Bulletin of the Harding Graduate School of Religion, 1000 Cherry Road, Memphis, Tennessee 38117.

**GENERAL POLICIES:** No diploma, certificate, transcript, semester grade report, or 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.

All compensation due students employed by Harding can be received if the student's account is up-to-date according to the published payment plan.

Semester charges are not reduced when a student enrolls late.

**PAYMENT OF ACCOUNTS:** A payment of \$1,400.00 each semester must be made by all students at the time of registration. The balance of the account may be paid when billed (Fall, September 20; Spring, February 5) or may be paid in three monthly installments as follows:

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

Deferred Payment Fee — \$17.50 per semester.

An 8% per annum service charge will be added to past due accounts.

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

**REFUNDS:** Since the operating costs of a university must be based upon an estimated enrollment, all students are granted admission with the understanding that they are to remain at least one semester. **After a student registers, there will be no refund of the general fees.**

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

Students leaving the residence hall 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. The telecommunication fee will not be refunded.

Board will be refunded when the student ID is returned to the Business Office. Cost of meals and declining balance will be due for any week started plus any declining balance spent over the amount prorated. No refund can be made for meals missed while the student is enrolled. Refunds cannot be made for



meals missed due to late enrollment. The official check-out from the residence hall is the determining factor for meal refunds.

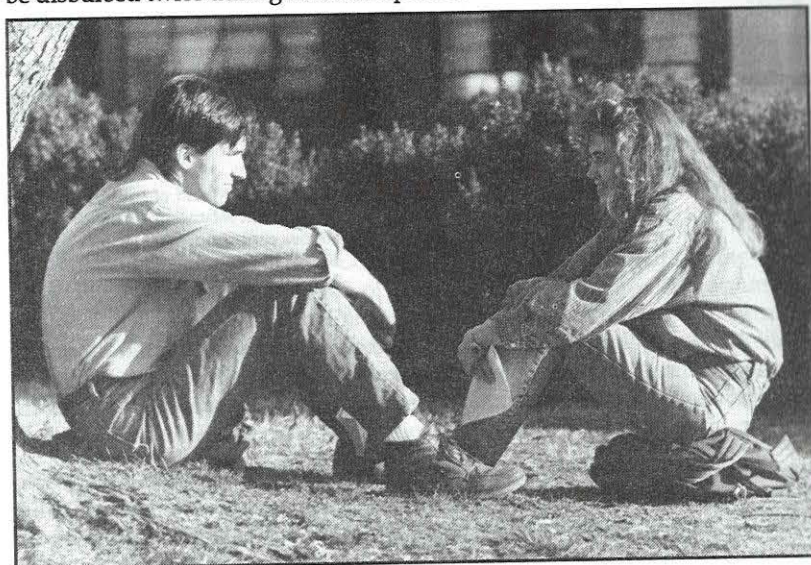
Students dropping private music will be charged a fee of \$15.00 for the first lesson plus a prorated amount for the remainder of the lessons taken. Scholarships will be charged back at the same rate tuition is refunded. If the withdrawal results from the student's misconduct, the institution is under no obligation to make any refunds.

Based on the Higher Education Amendments of 1992 any student receiving Title IV financial aid and attending Harding University for the first time will be given a pro rata refund for the first semester if they do not complete 60 percent of the enrollment period for which they have been charged.

**Financial Aid** is available to Harding students. To qualify for certain financial assistance, a student must be enrolled for at least 12 hours each semester. Before enrolling for fewer than 12 hours, students receiving financial assistance should check with the Office of Student Financial Services to find out the effect it will have on their plans for financial assistance.

Financial aid awards will be based on current Federal and State Regulations. To help meet the student's need (as determined by an approved need analysis) awards will be made in the following order: Grants, scholarships, loans and work-study. The student will have the right to accept or decline the aid that is offered.

With the exception of the Stafford Student Loan, disbursements will be made once each semester and will be credited to the student's account during registration or by a voucher during the semester. Stafford Student Loans will be disbursed twice during each loan period.



When a student withdraws from school during the semester, an evaluation must be made to determine whether or not a refund or repayment is due to the Federal or State Financial Aid Programs. If funds are due to be returned they will be allocated in the following order: Perkins Loan, Nursing Loan, SEOG, SLS, Stafford Loan, PLUS, State Grant, Pell Grant, Institutional Awards, Off Campus Agency Awards, and Student payments.

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

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

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

### Scholarship Opportunities

Type ACT/SAT	Amount Awarded*	Required GPA To Maintain
*1. ACT of 33 or above SAT of 1360 or above	\$16,000	3.00
*2. ACT of 32 SAT — 1310-1350	\$12,000	3.00
*3. ACT of 30-31 SAT — 1200-1300	\$8,000	3.00
*4. ACT of 28-29 SAT — 1100-1190	\$6,000	3.00
*5. ACT of 25-27 SAT — 980-1090	\$4,000	3.00
*6. ACT of 23-24 SAT — 910-970	\$3,000	3.00
*7. ACT of 22 SAT — 870-900	\$2,000	3.00
Valedictorian	\$1,200 can only be combined with ACT/SAT	3.00
<b>Transfer Students</b>		
GPA 3.50 or higher	\$1,000/year	3.00
GPA 3.25 — 3.49	\$750/year	3.00

\*All of the above scholarships are prorated over a four-year period and require a "B" (3.0) average in high school subjects.

**TRUSTEE SCHOLAR AWARDS:** Twenty full tuition scholarships are available in the Harding University Trustee Scholar Awards for qualified students.

To qualify for these scholarships, students must:

- Have a 31 or higher ACT composite score or 1260 or higher SAT combined score.
- Have a 3.5 Grade Point Average (based on 4.0).



- Personally interview on our campus.
- Be a full-time dormitory student.
- Possess leadership ability.
- Have good moral character.
- Be a new Harding student with less than 14 transferable semester college hours excluding CLEP and Advanced Placement credit.

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

- 3.25 cumulative GPA thereafter
  - Be a full-time dormitory student
- Note: These scholarships are for four years (eight semesters).

Students must be accepted to Harding University and apply for the scholarship by March 15. Acceptance of the scholarship must be made on or before May 1.

**NATIONAL MERIT SCHOLARS:** An unlimited number of scholarships are available to National Merit Scholarship *finalists* who attend Harding. The scholarships provide full tuition and fees. During a student's eight semesters of enrollment the amount awarded to a student will be approximately \$26,000. To apply, students should have their National Merit scores sent to Harding.

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

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

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

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

**WORK** on campus is a source of aid to Harding students, some of whom work up to 20 hours a week and earn more than \$1,400 per semester. Many, of course, work fewer hours per week and earn less accordingly.

There are two work programs: The College Work-Study Program, which is funded by the government, and the Harding Program. To qualify for either program, students must complete an approved need analysis application and the Harding Student Data Form. Students that are approved for work on campus are eligible for work but are not guaranteed a job. Neither can Harding promise that they will be able to earn all of the award for which they are eligible to work. After arriving on campus, those who have been approved for work should contact the Cooperative Education Office for assistance in locating a job. Students that are paid minimum wage on the College Work-Study Program will be switched to the Harding Program when the Work-

Study funds are expended. The Harding Program rate of pay is 85% of minimum wage.

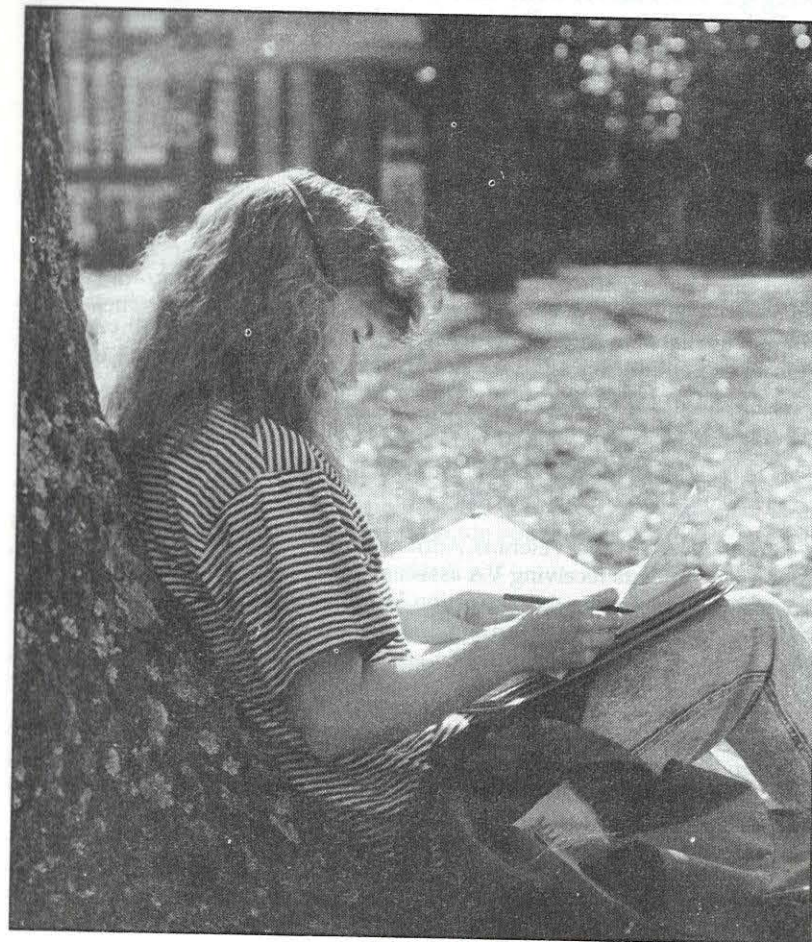
**LOANS** available to students:

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

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

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

Students may borrow through this program at an interest rate based on the 91-day Treasury Bill plus 3.10% not to exceed 9%. 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 for those who qualify for a subsidized loan based on need. The student that does not qualify on the basis of need is given an unsubsidized loan and is responsible for the interest while in school. Some states have deadline dates for loan applications. This loan is available to both graduate and undergraduate students. If local lending institutions are unwilling to make student loans, other sources are available. Contact the Office of Student Financial Services for information.

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

**GOVERNMENT GRANTS** are available to many students who demonstrate need.

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

**FEDERAL PELL GRANTS:** All undergraduate students are eligible to apply for a Federal Pell Grant. Application should be made using an approved need analysis application which can be obtained from the Office of Student Financial Services or from high school counselors.

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

**EXPENSES FOR VETERANS:** A veteran must be certified for eligibility by his local VA office, and must contact the appropriate representative in the Office of Student Financial Services at Harding. Veterans of the post Viet Nam period must have made contributions into the educational program (VEAP and New GI Bill) in order to receive benefits. There is also an educational program available to certain members of the Reserves and National Guard. Widows and children of eligible veterans should contact the Office of Veterans Affairs to apply for assistance through educational benefits.

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

In compliance with the Veterans Administration's minimum standards of progress, if students receiving VA assistance are placed on academic probation and do not remove this probation by achieving a grade point average according to the academic warning and probation shown on page 38, they will be suspended from receiving VA education benefits for one semester at the end of the semester they are on probation.

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

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

1. Apply for admission. Application forms are available from the Office of Admissions Services.
2. Request application forms for aid from the Office of Student Financial Services.
3. Complete an approved need analysis application.

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

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

**GRADE POINT AVERAGE:** A student must maintain the following grade point average.

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

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

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

**ACADEMIC PROBATION AND SUSPENSION OF AID:** Failure to achieve the required grade point average will result in a student being placed on academic probation.

Failure to complete the required number of hours for the academic years completed and to maintain the required grade point average will result in the suspension of aid.

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

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

**APPEALS:** Students with mitigating circumstances may appeal. The appeal must be in writing and will be reviewed by the Financial Aid Committee. It should be mailed to the Financial Aid Committee, Box 2282, Harding University, Searcy, Arkansas, 72149-0001.



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



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### MAJORS AVAILABLE IN THE COLLEGE

#### BACHELOR OF ARTS:

Applied Sociology  
Art  
Biology  
Communication  
(Oral, Theater, Theater Management, and Communication Disorders)  
Communication, Mass  
(Advertising, Print Journalism, Public Relations, and Radio-Television)  
English  
French  
General Science  
General Studies  
History  
Home Economics  
(General, Child Development and Fashion Merchandising)  
Human Resources  
International Studies  
Kinesiology  
Mathematics  
Music  
Political Science



Psychology  
 Social Science  
 Sociology  
 Spanish  
 Sports Management

**BACHELOR OF FINE ARTS:**

Graphic Design  
 Three Dimensional Design  
 Painting

**BACHELOR OF MUSIC EDUCATION:**

Instrumental  
 Vocal/Choral

**BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY:**

Medical Technology

**BACHELOR OF SOCIAL WORK:**

Social Work

**BACHELOR OF SCIENCE:**

American Studies  
 Art  
 Biochemistry  
 Biology  
 Chemistry  
 Computer Science  
 General Science  
 Home Economics (Dietetics and Vocational)  
 Interior Design (Art)  
 Interior Design (Home Economics)  
 Mathematics  
 Physics  
 Public Administration

## PROGRAMS FOR COLLEGE OF ARTS AND SCIENCES

The following pages outline a number of pre-professional curricula. Majors involving business, dietetics, mathematics, the natural sciences, nursing, psychology, and vocational home economics assume that the student has adequate high school preparation in mathematics — at least a year and a half of algebra and a year of plane geometry. A student who is deficient in this preparation will need to take Mathematics 105 before taking 151 or 152. A student who has a good background in high school mathematics should take Mathematics 171 or 201 (Mathematics 210 for those in business) in lieu of 151, 152. Changes may be made in these programs by academic advisors, but changes in the junior and senior years should be made only after a careful check has been made of the degree program for remaining semesters.

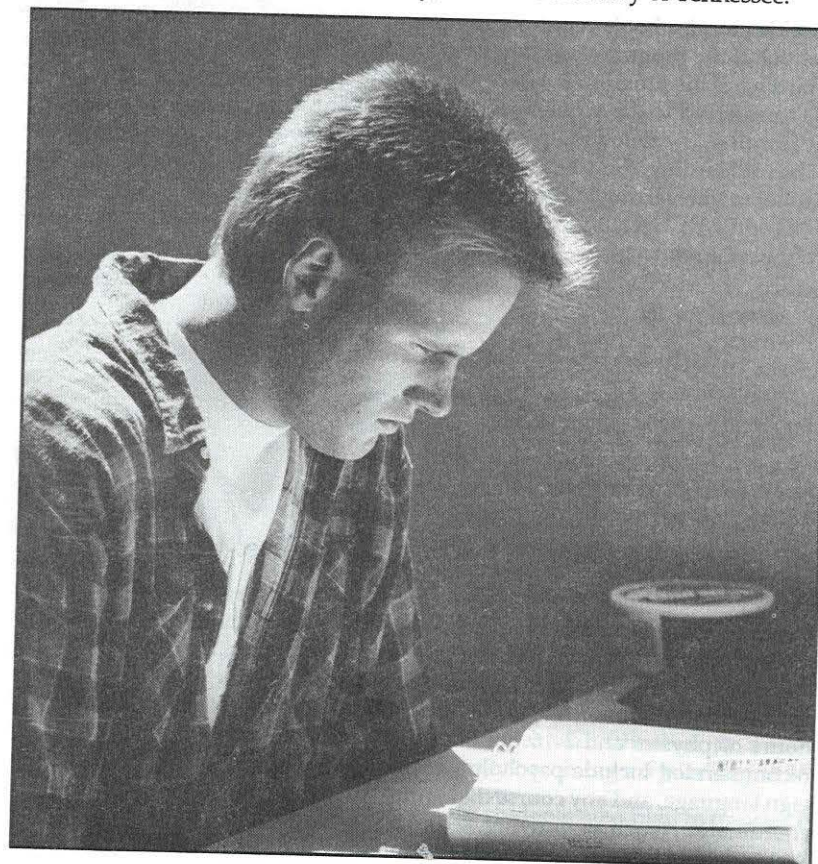
For specific requirements students seeking a professional degree are advised to consult with their pre-professional advisor the most recent catalog of the professional school which they wish to attend. See the index for a listing of pre-professional advisors and for the various pre-professional programs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

**LIBRARY SCIENCE**

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

1. Develop a broad background in the liberal arts by electing courses in humanities, sciences, and social sciences,
2. Choose a major of particular interest — libraries search for professionals with a wide range of subject specialties,
3. Arrange a counselling appointment with the University library director to discuss undergraduate course options, library experience opportunities and accredited graduate schools, and
4. If school librarianship is your goal, take the professional education courses required for certification by the state in which you plan to work.

Several Harding graduates have been accepted recently into American Library Association accredited graduate programs at schools such as Indiana University, Louisiana State University, and the University of Tennessee.





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

Students planning agriculture as a vocation or profession may take one year or in certain instances two years of preagriculture training at Harding. The following is the suggested arrangement of courses. Students should check the curriculum of the college of agriculture they plan to enter to determine the specific electives they should choose.

First Year	Semester Hours	Second Year	Semester Hours
Biology 121, 122	8	Biology 271, 313	7
Chemistry 121, 122	8	Chemistry 271 or 301	4
English 111, 171	6	English 211	3
History 101 or 102	3	Com O 101	3
Kins. 101	1	*Electives	9
Bible 112, 101	4	From Bible 211, 213, 215, 234	4
	<u>30</u>		<u>30</u>

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

## PREARCHITECTURE (Don Robinson, M.A. — Advisor)

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

First Year	Semester Hours	Second Year	Semester Hours
Art 102 or 103, 104	6	CoAp. 101, Econ. 201	6
Art 221	3	Hist. 101 or 102, 110 or 111	6
Eng. 111, 171	6	Math. 251, 301	8
Math. 171, 201	10	Physics 211, 212	8
Kins. 101	1	From Bible 211, 213, 215, 234	4
Bible 112, 101	4		
Art 101	2		
	<u>32</u>		<u>32</u>

## PREDENTISTRY (Ronald Doran, M.S. — Advisor)

Three years of college work (with a minimum cumulative average of 3.2) are required for entrance to most schools of dentistry; however, preference is given to those who have a Bachelor's degree. A predental student can elect any major but the program of studies should include the following: 9 hours of English, 8 hours of inorganic chemistry, 8 hours of organic chemistry, 8 hours of physics and 8-16 hours of biology. Other courses that are highly recommended include psychology, sociology, business management, a foreign language, and any course that improves manual dexterity and hand/eye coordination (such as drawing, sculpture, ceramics, etc.). Taking the Dental Aptitude Test is required and it is advisable to finish the listed science courses

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before taking the test. Students should obtain in advance the specific requirements of the dental school to which they want to apply since those requirements do vary from school to school.

Those who wish to apply to a dental school after three years should follow the curriculum outlined below. 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.

First Year	F.	Sp.	Second Year	F.	Sp.
Biol. or Chem. 121, 122	4	4	Biol. or Chem. 121, 122	4	4
English 111, 171	3	3	From Econ. 201, Soc. 203**, Pol.S. 205.		3
History 101 or 102, 110 or 111	3	3	Eng. 211, Com.O. 101	3	3
*Math 151, 152	4	2	Kins. 101, Kins. activity	1	1
Bible 112, 101	2	2	Psy. 201	3	
Art or Music 101	2	2	Bible 211, 213, 215, 234	2	2
			Global Literacy	3	3
	<u>16</u>	<u>16</u>		<u>16</u>	<u>16</u>

\* Students with a strong mathematics background should take 171 or 201. Calculus is strongly recommended.

Third Year	F.	Sp.
Biol. 259, Biol. 261 or 271	4	4
Chem. 301, 302	4	4
Art 101 or Music 101	2	
Physics 201, 202	4	4
Bible	2	2
Biol. 440 or Chem. 310	0	0
Kins. activity		1
	<u>16</u>	<u>15</u>

\*\* Strongly recommended.

## PREENGINEERING (James Mackey, Ph.D. — Advisor)

The preengineering curriculum at Harding consists of a basic two year program closely paralleling the first two years at any engineering school. This curriculum consists of mathematics courses through Calculus III, an introduction to computer programming, a year of chemistry and calculus based physics, and the typical courses in English grammar, composition, and literature. Drafting courses are also available for those fields of engineering requiring such courses. Although Harding cannot offer some of the specialized engineering courses a student might take in his first two years at an engineering school, this is partially offset by taking courses that would normally be junior or senior electives at an engineering school. These courses might consist of macro- and micro-economics, American history, or civil government, depending upon the individual school. Student should be aware that the typical engineering degree, whether taken at one school or as a transfer student from another school, is increasingly becoming a 5 year degree.

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



First Year	F.	Sp.	*Second Year	F.	Sp.
Chem. 121, 122	4	4	Physics 211, 212	5	3
Math. 171, 201	5	5	Math 251, 301	5	3
Eng. 111, **Hist. 101 or 102	3	3	Hist. 110 or 111, ***Comp. 101, 202 or 203	3	4
Kins. 101, Music 101 or			****Social Science or		
Art 101	2	2	English Electives	3	3
Bible 112, 101	2	2	Kins. activity	1	
			From Bible 211, 213, 215, 234	2	2
	16	16		17	17

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

\*\* Some engineering schools require a full year of English composition. English 211 would then be substituted for one of the history, economics, or political science courses in the second year.

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

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

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

### PRELAW (Tom Howard, Ed.D. — Advisor)

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

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

The minimum entrance requirement to approved schools of medical technology is three years of college work. Upon request Harding will confer the Bachelor of Science in Medical Technology degree on students who complete

the three year program outlined below, who successfully complete the program of work in an affiliated, approved school of medical technology, and who meet the other requirements for graduation. Medical technology majors should read carefully the Medical Technology section of this catalog.

First Year	F.	Sp.	Second Year	F.	Sp.
Chem. 121, 122	4	4	Biol. 259, 271	4	4
Eng. 111, Eng. 171	3	3	*Chem. elective, Psy. 201	4	3
Hist. 101 or 102, Hist. 110 or 111	3	3	**Global Literacy, Eng. 211	3	3
Math. 151 or 152, ComO 101	4	3	Art 101, Music 101	2	2
Kins. 101	1	1	Kins. activity	1	1
Bible 112, 101	2	2	From Bible 211, 213, 215, 234	2	2
	16	16		16	15

Third Year	F.	Sp.
From Biol. 275, 311, 315, 420, 421	4	4
*Chem. elective, **Global Literacy	4	3
***Elective from Chem., Biol., C.Sc. or Phys	4	4
From Econ. 201, Soc. 203 or Pol.Sc. 205	3	3
Bible	2	2
	14	16

\* Chem 271 or Chem 301 is required. If Chem 271 is elected, Chem 324 is recommended. If Chem 301 is elected, Chem 302 is recommended and is required by some medical technology schools. Some medical technology schools require Chem 261, which is strongly recommended.

\*\* Six hours from the following: Modern foreign language courses, InSt 201, 310, Msn 387, Msn 386 or 388, Nurs 344, Pol Sc 202, Biol 250, Anth 250 or Msn 386, Geo 300, Soc Sc 301.

\*\*\* Courses strongly recommended: Comp 101, Math 200, Mgt 368, Physics, additional Biol from above, and Chem 325 if Chem 324 is taken.

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

Most schools of medicine require for admission a minimum of three years of college work with a grade average well above 3.00 and relatively high scores on the Medical College Admissions Test; however, preference is usually given to those holding the Bachelor's degree. Students who wish to complete the baccalaureate degree before transferring to medical school may elect any college major. However, it should be remembered that the Medical College Admissions Test is based on a total science emphasis and one's curriculum should be planned accordingly. For this reason most premedical students elect a major in biology, biochemistry, or chemistry. Other majors are not only allowed, they are encouraged. Upon request Harding will confer the Bachelor of Science degree with a major in general science on students who complete two years in an approved school of medicine, and who meet the other requirements for graduation. Even though any major may be chosen, the following courses must be included in your academic plans for the first three years. These courses are necessary to prepare for the Medical College Admissions Test. In addition most medical schools require many, if not all, of these courses as prerequisites. It is imperative that you work closely with your premedical advisor in planning your coursework.



First Year	F.	Sp.	Second Year	F.	Sp.
*Chem. 121, 122	.4	4	Biol. 259	.4	4
*Math. 171, 201	.5	5	**Physics 201, 202	.4	4
Third Year	F.	Sp.			
Chem. 301, 302	.4	4			
Chem. 324		3			

\* Students inadequately prepared for Math. 171 or Chem. 121 must first take the prerequisite courses.

\*\* Chemistry majors will take Physics 211-212.

\*\*\* The Medical College Admissions Test (MCAT) should be taken in the spring semester of the junior year.

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

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

First Year	F.	Sp.	Second Year	F.	Sp.
Chem. 121, 122	.4	4	Biol. 121, 259	.4	4
English 111, 171	.3	3	English 211, 251	.3	3
History 101 or 102, 110 or 111	.3	3	Physics 201, 202	.4	4
*Math. 151, 152	.4	2	Psy. 201, Biol. 271	.3	4
Kins. 101		1	Bible 211, 213, 215, 234	.2	2
Bible 112, 101	.2	2			
	16	15		16	17

Math 200 and 201, Chem. 301 and 302, Biol. 275, Com O 101 are required by most schools of Optometry.

\* Students inadequately prepared for Math. 151 or Chem. 121 must take the prerequisite courses.

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

### PREPHARMACY (David Cole, Ph.D. — Advisor)

Most pharmacy schools are moving toward offering only a Doctor of Pharmacy (Pharm.D.) degree, a four-year program of study following two years of a prepharmacy curriculum that is completed at the undergraduate level. Since requirements vary slightly among schools of pharmacy, students should obtain a copy of the catalog of the pharmacy school they plan to attend. The following schedule meets the entrance requirements of the College of Pharmacy at the University of Arkansas for Medical Sciences.

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. 121, 122	.4	4	Chem. 301, 302	.4	4
*Chem. 121, 122	.4	4	Physics 201, 202	.4	4
*Math. 151, 152	.4	2	Acct. 205, Econ. 201 or 202	.3	3
Eng. 111, 211	.3	3	History 101	.3	
Bible 112, 101	.2	2	From Bible 211, 213, 215, 234	.2	2
**Electives		3	**Electives		3
	17	18		16	16

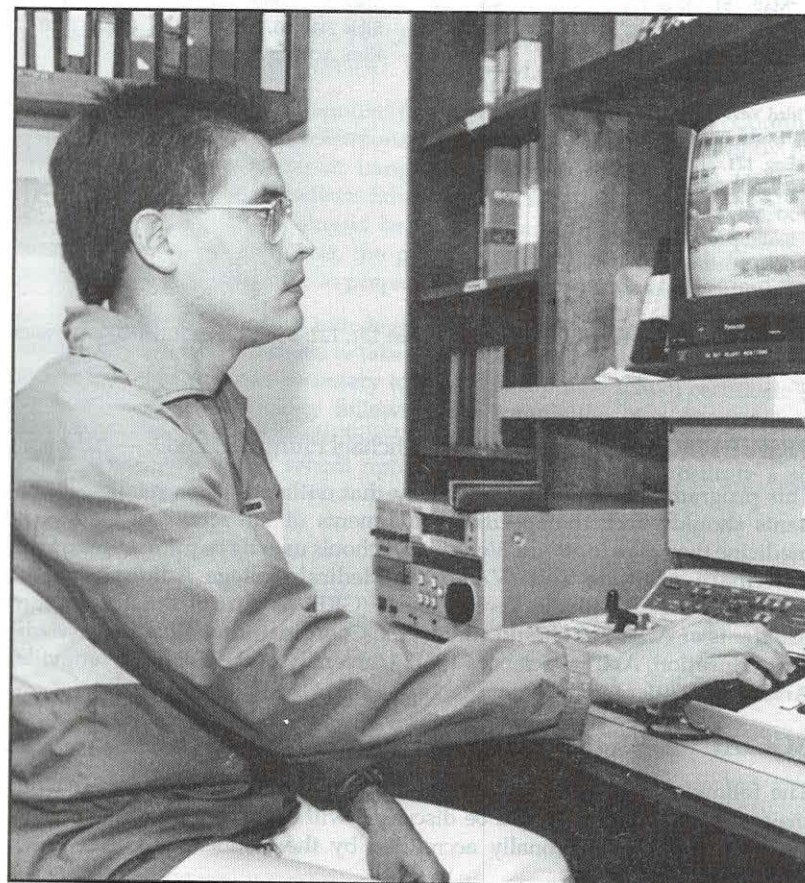
\* Students inadequately prepared for Math. 151 or Chem. 121 must take the prerequisite courses.

\*\* Electives must be in humanities or liberal arts.

\*\*\* The Pharmacy College Admissions Test (PCAT) must be taken prior to March 1 for admission to pharmacy school the following fall.

### PREPHYSICAL THERAPY (Deborah Mueller, Ph.D. — Advisor)

Entrance to physical therapy schools is very competitive. A bachelor's degree is recommended, however many schools of physical therapy will accept





students with three years of college work which fulfills that school's prerequisites. The prephysical therapy student should maintain a 3.5 cumulative grade point average. Students planning a career in physical therapy should obtain admissions requirements to the school of physical therapy they plan to attend and arrange their curriculum accordingly. This is the responsibility of each student. A free booklet listing all of the schools of physical therapy in the United States may be obtained by writing the American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, Virginia 22314. The title of the booklet is *Careers in Physical Therapy* and is updated annually. Some schools require their physical therapy applicants to take the Allied Health Professions Admissions Test (AHPAT). Observing or aiding a licensed physical therapist is required by most physical therapy schools. Although Harding recommends a bachelor's degree, below is a sample program of study which may be used as a guideline for planning coursework. Actual schedules **MUST** be based on the prerequisites of the physical therapy school the student wishes to enter.

First Year	F.	Sp.	Second Year	F.	Sp.
*Chem. 121, 122 or 114, 115	4	4	Biol. 275, 280	4	4
Biol. 121, 113, or 259	4	3,4	Hist. 101 or 102, 110 or 111	3	3
Eng. 111		3	Psy. 201, 382	3	3
*Math 151, 152 or 171	4,5	2	Math 200, Comp. 101	3	3
Bible 112, 101	2	2	Bible 211, 213, 215, 234	2	2
Kins. 101, Kins. Activity	1	1	Kins. Activity	1	1
	15,16	15,16		16	15
Third Year	F.	Sp.			
Physics 201 or 211, 202 or 212	4	4			
Eng. 171, 211	3	3			
Global Literacy	3	3			
Art 101/Mus. 101	2	2			
Basic Speech 101, Elective	3	3			
Bible Elective	2	2			
	17	17			

\* Qualified students may elect to take Chem. 121, 122; Math 171 or 201; and/or Physics 211, 212.

### PREVETERINARY MEDICINE (Michael Plummer, Ph.D. — Advisor)

This program is essentially the same as that outlined for premedicine. Students should check the specific requirements of the school of veterinary medicine they plan to attend. Veterinary schools usually require scores on the Veterinary Aptitude Test (VAT), the Medical College Admissions Test (MCAT), or the Graduate Record Exam (GRE) as part of the application. Residents of Arkansas should contact the Coordinator for Veterinary Medicine Education, Animal Sciences 103E, University of Arkansas, Fayetteville, Arkansas 72701.

### SOCIAL WORK (B.S.W.) (Terry Smith, L.C.S.W. — Advisor)

The following four-year program of study is required for all social work majors. Any variation should be discussed with the program director. This program has been nationally accredited by the Council on Social Work Education.

First Year	F.	Sp.	Second Year	F.	Sp.
Comp. 203, SW 275*	3	3	Pol.S. 205, Math 200	3	3
ComO 101, Art 101	3	2	Bible 211, Bible 213	2	2
Hist. 101 or 102, Eng. 171	3	3	Mus. 101, Hist. 110 or 111	2	3
Eng. 111, Bio. 111	3	3	Eng. 211, Econ. 201	3	3
Bib. 101, Bib. 112	2	2	S.W. 280, 281	3	3
Kins. 101, Psy. 201	1	3	S.W. 305, 306	3	3
Kins. Activity	1	1	Kins. Activity	1	1
	15	17		17	17

\* Apply for admission to program

Third Year	F.	Sp.	Fourth Year	F.	Sp.
Bib., Bib.	2	2	Bible	2	
S.W. 350, 351	3	3	S.W. 412, 451	3	3
S.W. 325, 330	3	3	S.W. 352, 452	3	9
Global Lit., Psy. 382	3	3	S.W. 410	3	
Phys.Sci., *Soc. 345,			*Elective	3	
*S.W. 411 or *S.W. 399	3	3	*Elective	3	
*Elective, Elective	3	3		17	12
	17	17			

\* Students are required to take ONE of these electives.

### SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (Daniel C. Tullos, Ph.D. and Rebecca O. Weaver, M.C.D. — Advisors)

The academic coursework required for an undergraduate degree in Communication Disorders is preprofessional in nature. The program currently follows the American Speech-Language-Hearing Association (ASHA) Advisements for Undergraduate Education and supports the ASHA position that the graduate degree should be the minimum requirement for professional certification. Therefore, the purpose of a preprofessional degree in communication disorders is to prepare students for graduate education.

Students must select one of two degree options. The preprofessional/public school option allows students to take the education courses and complete the practicum requirements necessary to apply for a public school certificate in Speech-Language Pathology following the completion of a degree at an ASHA Educational Standards Board accredited graduate program. The pre-professional/non-public school option allows students to substitute a selected minor for the education courses.



**PROFESSORS:**

Don Robinson, M.A.

Chairman

Faye Brewer Doran, Ed.D.

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

**ASSOCIATE PROFESSOR:**

John E. Keller, Ph.D.

**ASSISTANT PROFESSORS:**

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

The purpose of the Department of Art is to enrich the artistic understanding of all students, to develop competent artists, designers, and teachers of art and to supply the art training required by various disciplines. The purpose and principles of God's creation are stressed as a design norm and the Christian ethic is promoted as a model for living. Many courses requiring no special ability are open to all students and are recommended electives.

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

**GENERAL REQUIREMENTS:** All majors must present to the art faculty for review a portfolio of 15 or more examples of their best work after completing 15 hours of core requirements. This will normally occur at the end of the sophomore year.

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

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

**BACHELOR OF ARTS DEGREE**

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

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

**GRAPHIC DESIGN:** Minor: 18 hours, including Art 103 or 104, 200, 249, 250; 3 hours from 260 or 360; 3 hours from ComM 220, Photography or ComM 322, Typography.

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

**BACHELOR OF SCIENCE DEGREE**

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

**INTERIOR DESIGN:** Major: 67 hours. Those planning an Interior Design major with an emphasis in art must complete the 37-hour interior design core and Art 104, 200, 300, 312, 475, 3 hours from 430, 431, 432 or 433 (430 is highly recommended), 3 hours of art electives; Home Ec. 203, 260, 405, 406, 407; 3 hours from Mkt. 330, 337 or Prs. 336; Acct. 205; 3 hours from Com M 220, Art 221, 360.

**ART EDUCATION EMPHASIS:** Students certifying to teach in a major field who wish to add art as a second field must complete 24 hours of art, including 211, and 24 hours of approved courses in education, including SeEd. 420 (may be counted as art credit). SeEd. 461, rather than 451, must be completed. Please become familiar with sections on admission to the Teacher Education Program and admission to the Student Teaching Semester under the School of Education section in this catalog. It is recommended that any student planning to teach art take 9 hours of art history.

**BACHELOR OF FINE ARTS DEGREE**

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

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

**GRAPHIC DESIGN:** Major: 76 hours, including Core; 18 hours in graphic design 249, 250, 351, 352, 356, and 456; 300, 345, 365, and 3 hours in art electives; Acct. 205; Art 360/560; Com M 220 and 3 hours elected from Com M 303, 305, or 322; and Mkt. 330. This major requires a minimum of 138 hours for the degree. A minor is not required.

**THREE DIMENSIONAL DESIGN:** Major: 76 hours, including Core; 21 additional hours in three dimensional design (235, 255, 312, 340, 400, 401 and 6 hours in 475); 6 additional hours in art history; 12 hours in art electives (360 is highly recommended); and Com M 220. This major requires a minimum of 138 hours for the degree. A minor is not required.

**PAINTING:** Major: 76 hours, including Core; 18 additional hours in painting (202, 300, 301, 302, and 6 hours in 475); 6 additional hours in art history; 18 hours in art electives; and Com M 220. This major requires a minimum of 138 hours for the degree. A minor is not required.



**101. ART APPRECIATION. (2) Spring.**

A study of the beauty and worth of artistic creations. The means and ideas promoting man's visual expression, with a survey of his creations.

**102. STRUCTURAL DRAWING. (3) Spring.**

Drawing and sketching of interior and exterior architectural structures and components. Emphasis is given to linear perspective sketching, constructed rendering techniques, and design visualization skills as well as a brief introduction to drafting. Recommended for interior design, prearchitecture and preengineering.

**103. DRAWING AND COMPOSITION. (3) Fall, Spring.**

Beginning drawing designed for the student who has had limited drawing experience. Consists of image formation, rendering techniques, and compositional theory and problems. Six studio hours per week.

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

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

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

Learning the structure and function of the human figure through a complete study of bones and muscles. Drawing of human figure with variety of media. Application of the figure to specific space relationships. Prerequisite: 102 or 103 or consent of the instructor. Fee: \$14.00.

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

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

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

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

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

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

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

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

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

Exploration of three-dimensional form and space stressing organization of design elements, development of concepts and manipulation of materials. Mass, volume, space, sequence, time and the nature of materials are manipulated in studies and creative problems. Prerequisite: 117 or 200 or consent of instructor. Fee for materials: \$17.00.

**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: \$19.50.

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

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

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

Techniques involved in working with clay. Class projects using wheel and hand building methods. Several finishing procedures including glazing and firing. 235 is prerequisite to 255. Fee for materials: \$52 each.

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

Study of art through selected art workshops or classes held in the department or on location, or departmental sponsored museum tours. Contact the Art Department for current agenda. May be repeated for a total of 3 hours of credit by qualified students. Prerequisite: consent of instructor. Fee depends on nature of the study.

**245. INTERIOR DESIGN PRACTICUM. (1) Fall, Spring, Summer.**

Credit may be earned for guided experiences in a design firm, interior design studio, architectural firm, retail store or community related business. Requires an approved plan and consent of the instructor.

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

Beginning problems and exercises in lettering, advertising, layout, design, and techniques. 200 and 249 are prerequisites to 250. Fee for materials: \$25.00 for 249; \$10.00 for 250. For 250 and beyond a personal computer is highly recommended.

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

A concentrated study of the theory and application of color, both fundamental and advanced. Prerequisite: 200 or consent of instructor. Fee for materials: \$8.00.

**300/500. WATERCOLOR. (3) Fall.**

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

**301-302/502. ADVANCED PAINTING I, II. (3, 3) Spring, Fall.**

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

**312/512. WEAVING. (3) Spring.**

An introduction to basic handweaving techniques using a variety of looms; experiments in weaving with various textile fibers; analyzing and originating patterns with emphasis upon design in color and texture. Fee for materials: \$7.25.

**340. METAL WORK AND JEWELRY. (3) Fall, alternate years; offered 1994-95.**

Basic designing, shaping and soldering of metals. Lapidary work in cutting and polishing stones, and experience in lost-wax casting. Prerequisite: 200, 205 or consent of instructor. Fee for materials: \$60.00.

**345/545. PRINTMAKING I: RELIEF INTAGLIO. (3) Fall. Alternates with 365; offered 1993-94.**

Explores the principles and techniques involved in fine arts printing by the relief and intaglio methods. Prerequisite: Art 200 or consent of the instructor. Fee for materials \$56.00

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

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

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

Guided experiences in a design studio, print shop, publishing house, or related graphic arts business. Requires an approved written plan and consent of the instructor. Six hours required of all BFA Graphic Design majors. 356 is a prerequisite to 456.

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

An introduction to the use of computer graphics hardware and software for artists, graphic designers, interior designers and others interested in using graphics for expression or effective communication. Lecture, demonstration, and hands-on experience will present an overview of the capabilities of computer graphics hardware/software systems, the skills necessary to manipulate computer images, and the design principles leading to quality graphics. (The enrollment is limited to the available equipment.) Fee: \$32.50.

**365/565. PRINTMAKING II. SERIGRAPHY AND LITHOGRAPHY. (3) Fall. Alternates with 345/545. Offered 1992-93.**

Indepth study of the principles and techniques of serigraphy (silkscreen printing) and lithography. Prerequisite: Art 200 or consent of the instructor. Fee for materials \$50.00

**367. CO-OPERATIVE EDUCATION. (1-6) Offered on demand.**

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

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

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

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



373. HISTORY OF INTERIOR DESIGN AND DECORATION. (3) Fall.  
Characteristics of historical furniture, ornamental design and architecture from antiquity to the present. Prerequisite: 101.

375/575. VISUAL AESTHETICS. (3) Spring.  
The basics of visual aesthetics through an analysis of elements and orders. Emphasis is given to the Christian ethic as a fundamental to the forming of visual judgment. Required of all art majors. Fee for materials: \$8.00.

400. SCULPTURE I. (3) Spring.  
Introductory sculpture experiences in clay, plaster wood, metal, and plastics. Intermediate problems in selected materials follow introductory experiences. Prerequisite: 205 or consent of instructor. Fee for materials: \$52.00.

401/501. SCULPTURE II. (3) Spring.  
Intermediate and advanced problems in selected media. Prerequisite: 400 or consent of instructor. Fee for materials: \$52.00.

430/530. AMERICAN ART HISTORY. (3) Spring. Alternates with 433/533; Offered 1992-93.  
A study of art in the United States from early cultures to the present. Includes architecture, interiors, furnishings, painting and sculpture. Participation in field trips is required.

431/531. ANCIENT THROUGH MEDIEVAL ART HISTORY. (3) Fall. Alternates with 432/532; offered 1992-93.  
Western art from prehistoric times to the Renaissance. Participation in field trips is required.

432/532. ART HISTORY FROM 14TH TO 19TH CENTURY. (3) Fall. Alternates with 431/531; offered 1993-94.  
Western art from the 15th to the 19th century. Participation in field trips is required.

433/533. MODERN ART HISTORY. (3) Spring. Alternates with 430/530; offered 1993-94.  
Survey of the influences, foundations, forms, participants, and trends of modernism from the 19th century to the present day. Participation in field trips is required.

450. SENIOR SEMINAR. (1) Fall, Spring.  
The production of a one-person exhibit, resume development, and presentation of a portfolio. Required of all art majors.

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

475. INDEPENDENT STUDY. (1-3) Offered on demand.  
Provides opportunity for the well qualified students to do supervised individual work in the field of their special interest. Concentration is permitted in areas where the appropriate course prerequisites have been taken. May be taken two times for credit. B.F.A. degree students may take four times for credit. Prerequisite: Consent of department chairman and instructor. Fee: Depends on field.

## DEPARTMENT OF BEHAVIORAL SCIENCES

### PROFESSORS:

- \*Jack D. Thomas, Ph.D., Chairman
- \*Lewis L. Moore, Ph.D.
- Walter L. Porter, Ph.D.
- \*Billy D. Verkler, Ph.D.

### ASSOCIATE PROFESSORS:

- John K. Cameron, Ph.D.
- \*Kenneth L. Hobby, Ph.D.

Dwight Ireland, Ed.D.  
Ann Louise Pace, M.S.S.W.

### ASSISTANT PROFESSORS:

- \*Pamela Aaron Clements, L.C.S.W., A.C.S.W.
- Kathy Howard, Ed.D.
- \*Terry Smith, L.C.S.W., A.C.S.W.
- Director of Social Work Program

### STUDENT SPECIAL SERVICES:

- Jenene Alexander, M.S.
- Counselor/Advisor Diagnostician
- Dee Bost, M.A.T.
- Director of Program for Academic Success
- Linda Thompson, Ed.D.
- Director of Student Special Services
- Harold Alexander, M.S.
- Counselor/Advisor Diagnostician

### Assisting from other departments:

- George H. Oliver, M.S.A.
- Associate Professor of Management

\* Designates professional licensure by the State of Arkansas.

**PURPOSE.** The purpose of the Department of Behavioral Sciences is to bring together faculty and students to inspire one another to Christian service and citizenship, to enrich their knowledge and appreciation of the influence of ideas in human affairs, and to advance knowledge in the pursuit of human dignity.

## BACHELOR OF ARTS DEGREE IN PSYCHOLOGY

### Objectives:

1. To provide a basic education in the science of psychology.
2. To assist the students in developing their skills in understanding themselves and others.
3. To prepare the students for entry level opportunities as a college graduate in the world of work.
4. To prepare students for advanced study leading to professional career in psychology and/or counseling.
5. To relate and integrate the psychological truths found in the Word of God with the knowledge of modern psychological science in order to render greater service in the home, the CHURCH, and the community.

Our faculty believes that psychology has practical application in all areas and activities of life.

**PSYCHOLOGY:** Major: 36 hours in psychology: 201, 240, 325, 330, 380, 382, 385, 392, 400, 407, 415, and 438.

Students preparing for graduate study in Clinical, Counseling, School, Human Resources/Industrial Psychology, or Marriage and Family Therapy should take as electives, Psy. 315 and Psy. 412. If these are not taken at the



undergraduate level, you will be receiving conditional recommendations by the department to the graduate programs. These courses are requirements for most graduate programs and you will likely be required to take them as "leveling courses" if you do not take them here.

In addition, if a student plans to enter a Doctoral program, Psy. 435, **Advanced Research** should be taken. Prerequisites are Psy. 325, and Psy. 330 with a minimum grade of a "B" in both of these courses.

For emphasis in Industrial (I/O) Psychology, students should take Psy. 406.

Psy. 440/540 Field Experience, which integrates classroom knowledge with the professional environment, is highly recommended.

NOTE: A minor is required with this major. The student will receive suggestions for a minor from his/her assigned psychology faculty advisor.

Minor: 18 hours in psychology including 201 and 6 hours of upper-level work.

Minor (for Bible majors): 201, 240, 380, 382, 385, and 412.

## BACHELOR OF ARTS DEGREE IN HUMAN RESOURCES

### Objectives:

1. To blend business and psychological knowledge, conceptual and interpersonal skills, and appreciation of cultural and spiritual values to prepare students for service and leadership in human resources and related management fields.
2. To provide a versatile array of helping, research and business skills which will well equip a person for the work place or for graduate study in human resources or industrial psychology.

**HUMAN RESOURCES:** (An Interdisciplinary Program in the School of Business and the Department of Behavioral Sciences for those interested in the rapidly expanding field of human resource management.) Major: 30 hours in Psychology, including 325, 330, 380, 382, 385, 400, 406, 407, 412 and 415; 30 hours in Business, including Acct. 205, 206; Bus. 317, 343; Econ. 202; Mgt. 332, 354, 368, and 430; and Mktg. 330. Students will be able to choose 8 hours of electives. Bus. 441 is optional.

NOTES: 1) Bus. 435, Christian Business Ethics is a requirement listed under the "Spiritual & Moral" section; 2) Econ. 201 and Psy. 201 are General Education requirements; 3) Bus. 461, Field Placement, is a recommended major elective.

Accreditation: This interdisciplinary program is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

## BACHELOR OF SOCIAL WORK DEGREE

The principal educational objective of the major in social work is to prepare students for beginning social work practice or immediate entry into a graduate school of social work. The program is accredited at the baccalaureate level by the Council on Social Work Education, the national professional accrediting agency for social work.

## GOALS OF SOCIAL WORK PROGRAM - HARDING UNIVERSITY

1. To prepare students for beginning generalists social work practice with individuals, families, small groups, organizations, and communities.
2. To promote identification with the profession of social work and its accompanying values so as to encourage responsible behavior in professional social work roles,
3. To develop a respect for cultural diversity and a concerned response to people's problems by challenging discrimination as it relates to race, sex, age, or ableness.
4. To prepare students as generalists social work practitioners who link social research with social work practice.
5. To prepare students for a life-long commitment to professional development combining a liberal arts foundation and Christian ethics with professional social work education.
6. To provide quality background for those students who desire graduate education in social work.

### Admission to the Social Work Program and General Program Requirements

Students who wish to enter the Social Work program must apply to the Director of the Social Work Program. Criteria for admission are:

1. Satisfactory progress toward the completion of the General Education curriculum.
2. Successful completion of S.W. 275.
3. A cumulative grade point average of 2.0.
4. Submission of the application form to the Director of Social Work.
5. Complete an Information form for the Social Work faculty.
6. A letter of recommendation from two faculty members outside the Department of Behavioral Sciences with whom the student has or has had courses.
7. Complete an interview with Social Work academic advisor and members of the Social Work Committee.

The Social Work Program Committee evaluates all applicants on the basis of these criteria. A written response from the Committee regarding his or her status will be sent to each applicant. Students admitted to the Social Work Program are ready to begin the first sequence (SW 280, SW 305) in the Professional Social Work curriculum.

Students must earn a grade of "C" or better in each social work professional course (SW 275, SW 280, SW 281, SW 305, SW 306, SW 325, SW 330, SW 350, SW 351, SW 352, SW 410, SW 412, SW 451, SW 452) in order to meet the requirements for graduation.

When the Social Work major has completed all core courses and is ready for SW. 452, FIELD PLACEMENT, the student has five years to complete placement. If Field Placement has not been completed after 5 years, the student may be required to re-apply for entrance to the program and/or meet additional requirements.



## Admission to Senior Field Placement

Admission to the Social Work major does not guarantee acceptance into the Field Placement experience, SWK 452. Upon completion of SWK 351 (Practice I), the Social Work Program Committee will discuss the academic performance and growth of each student within the social work role. A student must have a 2.5 grade point average in program courses in order to be accepted into the senior year field placement. Students must submit an application to the Coordinator of Field Instruction no later than November 1 in the Fall semester which precedes the Spring field placement. Summer field applications are to be submitted the second week following spring break.

## Adjudication of Grievances

In instances where student rights are allegedly denied or violated as part of either the admission process or classroom experience in the Social Work Program, the student may file a grievance by contacting the Student Grievance Committee. Transfer credit: Credit for course work taken elsewhere is given based on an investigation of course content rather than course title. In general, no transfer credit may be substituted for the following courses: S.W. 350, 351, 352, 451, and 452.

Honor Society: The Beta Lambda chapter of Alpha Delta Mu, national college honor society in social work, was chartered at Harding University in April 1980. Membership is by invitation based on scholastic achievement, character, and involvement.

**SOCIAL WORK:** Major: 60 hours of social work, psychology, sociology, and anthropology, including S.W. 250, 275, 281, 305, 306, 325, 330, 350, 351, 352, 410, 412, 452 (for 9 hours) and 451; Psy. 201, 382; and Soc. 203. Majors are required to take one of the following electives: S.W. 399, S.W. 411, or S.W./SOC 345. A minor is not required. A curriculum plan for each year is presented elsewhere in this catalog. (See Index.)

## BACHELOR OF ARTS DEGREES IN SOCIOLOGY

### Objectives:

1. Develop in students an understanding of the social and cultural aspects of human behavior.
2. Acquaint students with the nature of society through application of the scientific method.
3. Provide basic background for students who seek careers in sociology and various social services.
4. Prepare students adequately for graduate and professional study in sociology.
5. Provide students with other majors a fundamental knowledge of human relations so that they can function more efficiently in various facets of modern society.
6. Assist students interested in mission work to understand cultures other than their own.

To relate and integrate the psychological truths found in the word of God with the knowledge of society and culture in order to render greater service in the home, the church, and the community.

**SOCIOLOGY:** Major: 33 hours in approved courses, including 203, 325, 330, 407, 430, 440, 450; Soc. 407; and Anthro. 250. Six hours of a foreign language are highly recommended. A minor is required.

Minor: 18 hours, including 203 and 6 hours of upperlevel work.

**APPLIED SOCIOLOGY:** Major: A 24-hour core of Anthropology 250, Sociology 203, 325, 330, 407, 430, 440, 450. For a **research emphasis:** 27 hours, including Comp. 101, 202, 203; Eng. 281; ComM 280, 301; Math. 200; Soc. 400; and six elective hours in the department. For a **corrections emphasis:** 30 hours, including Psy. 380, 382, 385; Soc. 342, 350, 355; Soc. 400; and 9 elective hours selected by the chairman of the department. For an **administration and planning emphasis:** 30 hours, including Eng. 281; Geo. 212; Mgt. 332; Pol. Sci. 304; Soc. 350, 355, 451; and 9 elective hours selected by the chairman of the department. For a **public relations and marketing research emphasis:** 36 hours, including Soc. 350, 355, 400; Anthro. 381 or Psy. 380; Com M 280, 303, 394 or 396; Soc. 451; Mkt. 330, 400; Eng. 281; Comp. 101. Recommended electives are ComM 251, Soc. 405, Pol. Sci. 304, and ComM 301. For a **professional childcare emphasis:** 42 hours, including Soc. 400, 401; Anthro. 381, S.W. 275, 399; Psy. 240; H.Ec. 251, 322, 323, 425; SpEd 303; Art 211; Music 116; and Eng. 350. For a **gerontology emphasis:** 34 hours, including Soc. 345, 400, 405; S.W. 275; Psy. 315, 382; H.Ec. 102, 251, 331; P.E. 407; Recr. 320; and Nurs. 100. A minor is not required.

**Minor in Anthropology:** 18 hours including Anthro. 250, 320, 381, 401, and Soc. 440.

**Minor in Family Life:** 22 hours, including Bible 234; Econ. 322; Home Ec. 251; Psy. 240 or Home Ec. 323; Soc. 401, 345; and 3 hours elected from Anthro. 381, Bible 321, Home Ec. 322, and S.W. 399. If one of the courses is included in the major, then another elective must be chosen as part of the 22 hours.

**Minor in Human Services:** 18 hours, including S.W. 275, S.W. 280, S.W. 281, S.W. 305, S.W. 306, S.W. 410.

**Minor in Professional Child Care:** 27 hours, including Soc. 203, 401; Anthro. 381; S.W. 275, 399; Psy. 240; and H.Ec. 322, 323, 425.

## PSYCHOLOGY

### 100. STUDY SKILLS AND PERSONAL DEVELOPMENT. (3) Fall, Spring.

Provides instruction and practice in principles of effective study habits and attitudes; availability and use of University resources; and exploration of personal values and goals. This course does not count toward a major, minor, or general education requirements.

### 131. PRINCIPLES OF HUMAN PSYCHOLOGY. (3) Fall, Spring.

Application of principles of learning, personality, physiological, developmental, abnormal and social psychology to human behavior. Emphasis on use of psychological principles and skills for personal growth.



**201. GENERAL PSYCHOLOGY.** (3) Fall, Spring, Summer.

An introductory course which is prerequisite to all higher-level courses in psychology. 1993-1994 Harding University Catalog. A study of the psychology of the individual in the group situation. Study of social psychology research, social the (behavior and attitudes, explaining behavior social thinking in the clinic), social influence (cultural influences, conformity, persuasion, group influence, social psychology in court) and social relations (aggression, altruism, prejudice, attraction, conflict and peacemaking). INDIVIDUAL RESEARCH PROJECTS ARE REQUIRED. Prerequisite: 330.

**240. DEVELOPMENTAL PSYCHOLOGY.** (3) Fall, Spring.

General study of all aspects of psychological development from infancy through adulthood with emphasis on physical and motor, mental and language, emotional and social development. Prerequisite: 201.

**315. PHYSIOLOGICAL PSYCHOLOGY.** (3) 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. Prerequisite: 201 or consent of instructor.

**325/525. STATISTICS.** (3) Fall.

An introduction to the scientific method as applied to behavioral science through a study of research techniques and statistical analysis of data. Emphasis upon developing skills with descriptive and inferential statistics. Three class periods and two hours laboratory per week. Prerequisites: 201 or consent of instructor.

**330. EXPERIMENTAL PSYCHOLOGY.** (3) Spring.

Introduction to the research methods of behavioral science. Provides the student with an understanding of all types of research that may be conducted in the behavioral sciences including observation, surveys, physical trace, experimental designs, and program evaluation. Students will also learn to use various analysis of variance and non-parametric procedures to analyze data. Some computer work and additional statistical techniques will be introduced. A research project involving data collection, analysis and report may be required. Three class periods and two hours laboratory per week. Prerequisite: 325 or consent of the instructor.

**367/567. COOPERATIVE EDUCATION.** (1-6) Offered on demand.

**380/580. PSYCHOLOGY OF PERSONALITY.** (3) Fall, Summer.

Representative theories of personality are analyzed for their contribution to understanding human growth and development, psychopathology and behavior change. The relationship of theory to assessment and research is examined. Prerequisite: 201.

**382/582. BEHAVIORAL DISORDERS.** (3) Spring, Summer.

A study of basic concepts of psychopathology with emphasis on the development of behavior deviations and descriptions of various types of behavioral disorders. Prerequisite: 201 or Educ. 203.

**385/585. COUNSELING.** (3) Fall, Summer.

A course designed to give students a thorough knowledge of the theories and philosophies underlying current practices in the field of counseling. Special attention is given to helping students develop their own theory and techniques. Prerequisites: Junior standing, 380, and 382.

**392/592. HISTORY AND SYSTEMS.** (3) Fall.

A study of the historical, scientific, and philosophical antecedents of contemporary psychology in relation to their current influence on the field; emphasis upon contributions of important leaders and schools of psychology; and consideration of current problems in the field. Must be taken at Junior year to prepare for Graduate Record Examination and graduate school teaching assistantships. Prerequisite: 12 hours of psychology or consent of instructor.

**400/500. PSYCHOLOGICAL TESTING.** (3) Spring, Summer.

History and development of mental measurements, theory of test construction, and techniques for test evaluation. Emphasis upon developing familiarity with various tests of intelligence, personality, interest, and special aptitudes. Prerequisites: 201 and 325 or consent of instructor.

**406/506. INDUSTRIAL PSYCHOLOGY.** (3) Spring.

Introduction and survey of psychology applied in the work place. Topics will include psychological assessment, job design, occupational stress, worker motivation, and career development. Students will gain experience in interpreting and applying the professional literature of industrial/organizational psychology. Prerequisite: 330.

**407. SOCIAL PSYCHOLOGY.** (3) Fall, Summer.

A study of the psychology of the individual in the group situation. Study of social psychology research, social the (behavior and attitudes, explaining behavior social thinking in the clinic), social influence (cultural influences, conformity, persuasion, group influence, social psychology in court) and social relations (aggression, altruism, prejudice, attraction, conflict and peacemaking). INDIVIDUAL RESEARCH PROJECTS ARE REQUIRED. Prerequisite: 330.

**412/512. TECHNIQUES OF COUNSELING.** (3) Spring, Summer.

Methods of gathering, analyzing, and interpreting case data in counseling. The analysis of counselor-counselee relationship. Interviewing techniques. Three class periods and two hours laboratory per week. Prerequisite: 385.

**415/515. INTRODUCTION TO SPSS.** (3) Fall, Spring, Summer.

This course is designed to provide an opportunity to practice statistical analysis projects using microcomputers with SPSS/PC+, a major computer application used for analysis of data. Statistics (Psy. 325) and Experimental Psychology (Psy. 330) or their equivalents are prerequisites for this course.

**435. ADVANCED RESEARCH.** (3) Fall.

The major thrust of the course will be to design a research study, review the literature, collect and analyze data, and write a research report. This report can be presented to doctoral programs as an example of the student's capability and interest in conducting independent research. Enrollment limited on a competitive basis. Students will meet as a group on a weekly basis with attendance required. All reports will be typed according to APA publication style. Prerequisites: Psy/SW/Soc 325 and Psy/SW/Soc 330 with minimum grade of "B" in both courses. Each student is required to attend a weekly 3-hour lab to be announced by the instructor.

**438/538. PSYCHOLOGY OF LEARNING.** (3) Spring, Summer.

A study of the psychological principles involved in learning, including memory and motivation, and their applications to the understanding of human development and personality. Prerequisite: 201 or consent of instructor.

**440/540. FIELD EXPERIENCE IN PSYCHOLOGY.** (1-3) Offered on demand.

Participation in an approved mental health, mental retardation school, industrial or experimental setting. Experience supervised by a professor in the area of the student's interest. Prerequisites: 18 hours in psychology and consent of the department chairman. Each student participating in a field experience MUST purchase professional liability insurance through Harding University.





**450/650. INDEPENDENT STUDY. (1-3) Fall, Spring.**

Individual study or research for qualified senior/graduate majors in psychology. Interested students must submit a formal proposal to the professor for consideration before being approved for enrollment. Prerequisite: Senior/Graduate status and consent of department chairman and instructor.

**SOCIAL WORK**

**275. INTRODUCTION TO SOCIAL WORK. (3) Fall, Spring, Summer.**

Designed to introduce students to the profession of social work. It explores the historical and philosophical base of the profession and examines how they relate to social work practice in various fields. An introduction to social work practice, values, and professional orientation. Prerequisites: Psy. 201 and Soc. 203 or consent of program director.

**280. HBSE I (HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I). (3) Fall.**

A study of the dynamics of human behavior and the effects of the social environment upon the individual's development. The student will acquire a working knowledge of the processes of human development, change, and adaptation from infancy through adolescence with an examination of developmental stages, transitions, and problems inclusive of social, biological, cognitive, emotional, and behavioral aspects of human functioning. Attention is given to developing a people-in-systems theoretical orientation to the study of social work. Prerequisite or corequisite: Psy. 201, Soc. 203, and Bio. 111.

**281. HBSE II (HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II). (3) Spring.**

The course continues to utilize the people-in-systems theoretical orientation and builds upon the student's understanding and knowledge of human behavior as influenced by bio-psycho-socio-cultural factors. HBSE II is designed to give students current perspectives on adulthood and aging through providing the student with a range of useful knowledge, concepts, and theories with which to understand and work with individuals in context of their social environment. Attention will be given to the variety of experiences found in the American culture. Prerequisite: HBSE I.

**305. SOCIAL WELFARE POLICY AND SERVICES I. (3) Fall.**

Provides foundation knowledge in the history, the developmental, and the contemporary nature and structure of social welfare as a system. It examines the values, philosophies, and ideological positions leading to the development of social welfare policy. Provides an understanding of the societal forces that influence current developing social policy, with particular emphasis on the relation of economic and political processes to social policy development. Purpose is to provide the student with a framework for analyzing social policies in view of their historical and ideological positions and responsiveness to individual and social needs. Prerequisites or corequisites: S.W. 275, Pol.Sci. 205, Hist. 101 or 102, Hist. 110 or 111.

**306. SOCIAL WELFARE POLICY AND SERVICES II. (3) Spring.**

Provides foundation knowledge in the organizational and systematic process involved in social welfare policy analysis, formulation and implementation. It examines specific policies that influence the areas of income maintenance, poverty, health care, housing, special populations and service delivery. It examines the transition of policy analysis and formulation into implementation with specific emphasis on the legislative, judicial and administrative functions involved. Special attention is given to the social work practitioner's influence on the policy-making process. Prerequisites or corequisites: Pol.Sci. 205, Econ. 201, and S.W. 305.

**325. RESEARCH I (STATISTICS) (3) Fall.**

An introduction to the scientific method as applied to behavioral science through a study of research techniques and statistical analysis of data. Emphasis upon developing skills with descriptive and inferential statistics. Three class periods and two hours laboratory per week. Prerequisites: Math 151 or higher, S.W. 280, S.W. 281.

**330. RESEARCH II (METHODS OF SOCIAL AND BEHAVIORAL RESEARCH II) (3) Spring.**

Provides the student with an understanding of the types of research that may be conducted in social setting. Using the experimental model as a basis: survey, field, single case, and evaluation research models will be studied. Basic statistical understanding will be integrated with the study of data collection. During the last half of the semester the student will prepare a proposal for a research project. Prerequisite: 325.

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

Role of the aged in American society; impact of social change and special problems of the elderly.

**350. SOCIAL WORK PRACTICE I. (3) Fall.**

Provides foundational knowledge of generalist social work skills with a focus on practicing interviewing techniques with various client systems. Emphasis is placed on the use of self in the change process and the use of problem solving within a systems framework. Prerequisites: Admission to the Program, S.W. 275, S.W. 280, S.W. 281, or consent of program director.

**351. SOCIAL WORK PRACTICE II. (3) Spring.**

Further expansion of the generalist model. Development of knowledge and skill in problem identification, strategy selection and implementation of varied intervention approaches with individuals, families, groups, and communities. Practice in expository writing including assessments and case recording. Prerequisite: S.W. 350.

**352. SOCIAL WORK PRACTICE III. (3) Fall.**

Provides an application of generalist social work skills towards an issue currently encountered by practitioners. Attention is given to the utilization of the problem solving process at various levels of intervention, including individuals, families, small groups, organizations, and communities. Prerequisite: S.W. 351.

**367/567. COOPERATIVE EDUCATION. (1-3) Offered on demand.**

**399/599. CHILD WELFARE SERVICES. (3) Spring.**

Developing skills needed in working with children who have unique problems who may be from unstable homes or who have been removed from their natural parents. Particular attention will be given to the cause and effect of overt behaviors that are manifestations of inner turmoil.

**410. MINORITY GROUPS. (3) Fall.**

A study of the identity, goals and organizations of American minority groups and race relations as a social problem. The dimensions of prejudice and oppression are explored. Prerequisite: 203.

**411. LAW AND BEHAVIORAL SCIENCES. (3) Spring.**

This course is designed to give students an understanding of the legal environment in which social work, psychology, and related behavioral sciences operate. Attention is given to the American legal system along with legal provisions related to child welfare, domestic violence, health care, mental health. Legal aspects of professional liability, credentialing, and confidentiality. Attention is given to developing professional expertise in courtroom behavior.

**412. 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. Class project will be to design and implement a seminar on a current social issue for state and local professionals.

**450. INDEPENDENT STUDY (1-3) Fall, Spring.**

Individual study or research for qualified senior majors in social work. Interested students must submit a formal proposal to the Director of Social Work for consideration before being approved for enrollment. Prerequisite: Senior status and consent of department chairman, Director of Social Work, and instructor.

**451. SOCIAL WORK SEMINAR. (3) Spring, Summer.**

Review of latest developments in social work; analysis of problems encountered in field placement; development of self-awareness and individual worker style.

**452. FIELD PLACEMENT. (9) Spring, Summer.**

Placement of student in social work agency for 480 hours of supervised field practice. All core courses must be completed prior to placement. Each student participating in a field placement MUST purchase professional liability insurance through Harding University.

**SOCIOLOGY**

**203. GENERAL SOCIOLOGY. (3) Fall, Spring, Summer.**

An introduction of the general principles of sociology giving a broad perspective of the nature of society and its problems in terms of social institutions, forces, and changes. Attention is given to cultural diversity and understanding of group interaction in our multiethnic society.

**325. METHODS OF SOCIAL AND BEHAVIORAL RESEARCH I. (3) Fall.**

An introduction to the scientific method as applied to behavioral science through a study of research techniques and statistical analysis of data. Emphasis upon developing skill with descriptive and inferential statistics. Three class periods and two hours laboratory per week. Prerequisites: 201 or consent of instructor.



**330. METHODS OF SOCIAL AND BEHAVIORAL RESEARCH II. (3) Spring.**

An introduction to the research methods of behavioral science. Provides the student with understanding of all types of research that may be conducted in the behavioral sciences including observation, surveys, physical trace, experimental designs, and program evaluation. Students will also learn to use various analysis of variance and non-parametric procedures to analyze data. Some computer work and additional statistical techniques will be introduced. A research project involving data collection, analysis and report is required. Three class periods and two hours laboratory per week. Prerequisite: 325 or consent of the instructor.

**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.**

Role of the aged in American society; impact of social change and special problems of the elderly.

**350. ORGANIZATIONAL BEHAVIOR. (3) Fall.**

Social aspects of the structure and functioning of modern formal organizations, including industrial, governmental, and educational systems. The effect of bureaucracy and formation of informal groups within the systems. Prerequisite: 203.

**355. PUBLIC OPINION AND COLLECTIVE BEHAVIOR. (3) Fall.**

The factors which influence public opinion, how public opinion affects policy-making and execution, the problem of measurement, the effect of mass media communication, the content of propaganda, mass movement and the effect on the individual. Prerequisite: 203 or consent of department chairman.

**367/567. COOPERATIVE EDUCATION. (1-3) Offered on demand.**

**400/500. GROUP PROCESSES. (3) Spring.**

Organization of group and development of leadership, group modification of individual conduct, group work, research, and the use of groups in the promotion of mental health.



**401/501. PROBLEMS IN MODERN COURTSHIP AND MARRIAGE. (3) Spring, Summer.**

Study of problems in interpersonal behavior and role relationships in marriage. Emphasis on practical application of problematic aspects of courtship and marriage. Guidance for individual behavior as well as professional preparation for those planning to work in this area.

**405/505. CONTEMPORARY SOCIAL PROBLEMS. (3) Fall.**

The study of major theories of social problems. Relation of cultural values to social problems. Study of problems such as mental disorder, crime, poverty, sexual relations, overpopulation, environment, and race. Prerequisite: 203.

**407/507. SOCIAL PSYCHOLOGY. (3) Fall.**

A study of the psychology of the individual in the group situation. Study of social psychology research, social thinking (behavior and attitudes, explaining behavior social thinking in the clinic), social influence (cultural influences, conformity, persuasion, group influence, social psychology in court) and social relations (aggression, altruism, prejudice, attraction, conflict and peacemaking). INDIVIDUAL RESEARCH PROJECTS ARE REQUIRED. Prerequisite: 330.

**410/510. MINORITY GROUPS. (3) Fall.**

A study of the identity, goals, and organizations of American minority groups and race relations as a social problem. The dimensions of prejudice are also explored. Prerequisite: 203.

**430/530. URBAN THEORY AND COMMUNITY DEVELOPMENT. (3) Spring. Alternate years; offered 1995.**

Community organization, structure, institutions, and functioning of social agencies. Theory of urban development, growth of city, urban problems and social processes underlying change. Prerequisite: 203.

**440/540. HISTORY OF SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. (3) Spring. Alternate years; offered 1994.**

Major theoretical contributions to sociology, social psychology, and anthropology. A study of the historical development and theoretical interrelationships of the three fields. Prerequisites: 15 hours of anthropology and/or sociology including Soc. 203 and Anthro. 250; and, for juniors, permission of the instructor.

**450/650. INDEPENDENT STUDY. (1-3) Fall, Spring.**

Individual study or research for qualified senior/graduate majors in sociology. Interested students must submit a formal proposal to the professor for consideration before being approved for enrollment. Prerequisites: Senior/graduate status and consent of the department chairman and instructor.

**451. INTERNSHIP IN REGIONAL AND URBAN AFFAIRS. (3) Offered on demand.**

Experience in working with some agency of the state or local government under supervision of agency personnel and an academic advisor. Prerequisites: 203 and consent of the department chairman. MUST purchase professional liability insurance through Harding University.

**ANTHROPOLOGY**

**250. CULTURAL ANTHROPOLOGY. (3) Spring.**

An introduction to the diversity of culture. Comparison of behavioral patterns and values in various societies with an emphasis on understanding and appreciating cultural diversity. Attention is given to the problems of cross-cultural communication.

**320. ETHNOLOGY. (3) Offered on sufficient demand.**

Study of a variety of world cultures with emphasis placed upon kinship, political and economic systems, religion, value systems, and social change. Prerequisite: Consent of instructor and department chairman.

**381. PERSONALITY AND SOCIAL STRUCTURE. (3) Fall.**

A study of the effect of social structure on the development of personality, including the impact of culture on child-rearing. A survey of different theories of personality and their contribution toward understanding human behavior, relation of theory to research applications in professional work. Prerequisite: Soc. 203 or Psy. 201.

**401. APPLIED ANTHROPOLOGY. (3) Offered on sufficient demand.**

Practical application of the understanding of man. How to identify and communicate with other people within and across cultures. Important for anyone who will be communicating with others, especially in foreign cultures and subcultures within American culture. Prerequisite: 250 or consent of instructor.



## DEPARTMENT OF BIOLOGY

1993-1994 Harding University Catalog

### PROFESSORS:

Michael V. Plummer, Ph.D.  
Ward Bryce Roberson, Ph. D.  
William F. Rushton, M.A.

### ASSOCIATE PROFESSORS:

Ronald Doran, M.S.  
John W. Moon, Jr., Ph.D.  
(Chairman)

### ASSISTANT PROFESSOR:

Deborah L. Mueller, Ph.D.

### ADJUNCT INSTRUCTOR:

Retta Dean, M.S.

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

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

Major (Bachelor of Arts): 34 hours of biology including 121, 122, 259, 315, 407, 440, and one course from 261, 263, 275 or 280. Required supporting courses include Chem. 114-115 or 121-122 (with a minimum grade of "C"); Comp. 101; Math 151 and 200; and Phy. Sci. 410. A minor is not required.

Major (Bachelor of Science): 34 hours of biology; including 121, 122, 259, 315, 407, 440, and one course from 261, 263, 275 or 280. Required supporting courses include Chem. 121-122, 271 or 301, and 324; Comp. 101; Math 200 and 201; Physics 201-202 or 211-212; Phy. Sci. 410. A minor is not required.

Biology majors certifying to teach biology must include 121, 122, 250, 259, 271, 275 or 280, 315, 407, and 440 in the 34 hour biology component; they also must have a minimum of 16 hours of supplemental sciences (chemistry, earth science, and physics) including Chem. 114-115 or 121-122, and one course from PHS 111, 112, 113. Math. 171, 200, Comp. 101, and PHS 410 are required as support courses. Please become familiar with sections on admission to the Teacher Education Program and admission to the Student Teaching Semester under the School of Education section in this catalog.

Minor: 18 hours of biology including 121, 122, 259, 315. Students certifying to teach in a major field who wish to add biology as a second field must complete 9 hours of biology in addition to the above courses, or complete 6 hours of physical science in addition to the above courses.

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

A survey course in the principles of biology for students not majoring in natural sciences. Emphasis is placed on a few major concepts rather than on a survey of the entire field. Three lectures per week satisfies the general education requirement in biology. Does not count toward a major or minor in biology or general science.

### 113. HUMAN STRUCTURE AND FUNCTION. (3) Fall, Spring.

A study of the structure and function of selected human organ systems and the cellular mechanisms and processes upon which they are based. Emphasis will be given to the circulatory, digestive, nervous, musculoskeletal, and respiratory systems. Designed for majors in communication disorders, dietetics, nursing, physical education, and others who need an introduction to human anatomy and physiology. Three hours of lecture-demonstration per week. Satisfies the general education requirement in biology, but does not count toward a major or minor in biology or in general science.

### 121. GENERAL ZOOLOGY. (4) Fall, Spring.

An intensive study of the animal kingdom with emphasis on taxonomy, morphology, and life histories to typical representatives of the animal phyla. Three lectures and one three-hour laboratory each week. Fee: \$14.25.

### 122. GENERAL BOTANY. (4) Fall, Spring.

An introductory survey of the plant kingdom from prokaryotes to the flowering plants. Topics discussed include the identification, classification, life histories, and the importance of plants. Three hours of lecture and three hours of laboratory or field trips per week. Laboratory fee: \$14.25.

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

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

### 259. CELL BIOLOGY. (4) Fall, Spring.

A study of the nature of cells and organelles, and of the activities, functions, and processes associated with them. Some of the major topics will be the cell theory (as an introduction to the methodology of science), tools and equipment, cell structural organization, membrane transport, respiration and photosynthesis, gene function and protein synthesis, mitosis and meiosis, heredity, growth and proliferation, differentiation, and senescence. Three hours lecture and three hours laboratory instruction per week. Prerequisite: Chem. 114 or 121.

### 261. VERTEBRATE MORPHOLOGY. (4) Fall.

The comparative structure and function of the vertebrates including extinct forms. The laboratory provides an intensive dissection experience. Three hours of lecture and three hours of laboratory per week. Prerequisite: 259.

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

The fundamental facts and processes of development from germ-cell formation to the completed, free-living organism. Three hours lecture and three hours laboratory per week. Prerequisite: 259.

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

An introduction to the biology of bacteria and certain other procaryotic and eucaryotic microorganisms and viruses that affect our everyday life; to the history of microbiology; to the techniques of studying, isolating, identifying, and controlling microorganisms; to epidemiology; to the physiological basis of disease, host resistance, and immunity; and to certain practical, medical, and industrial applications of microbiology. Approved by NAACLS for immunology content. Three lectures and three hours of laboratory per week. Prerequisites: Biol. 259, or Chem. 114 and Biol. 113.

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

The structure and functions of the human body and its various parts. Designed for majors in nursing, home economics, physical education, psychology, and secondary education with teaching emphasis in biology. Three lectures and three hours of laboratory per week. Prerequisite: 113 or 259 with a minimum grade of "C."

### 280. ANIMAL PHYSIOLOGY. (4) Spring.

An intensive and detailed course in physiology wherein the functions of each of the organ systems of animals is studied. Emphasis will be placed on the nervous, musculoskeletal, cardiovascular, respiratory, excretory, and endocrine systems of the vertebrates. Three hours lecture and three hours of laboratory per week. Prerequisite: 259 or 275. Laboratory fee: \$14.25.



**308/508. 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 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: \$14.25.

**311. INVERTEBRATE BIOLOGY AND PARASITOLOGY. (3) Spring. Alternates with 313.**

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. Prerequisite: 121. Laboratory fee: \$14.25.

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

The structure, classification, life history, physiology and economic importance of insects with special reference to those of this region. Two hours lecture and three hours laboratory per week. Prerequisite: 121. Laboratory fee: \$14.25.

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

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

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

Principles of heredity. Molecular genetics, microbial genetics, variation and selection will be emphasized. Three lecture-demonstrations per week. Prerequisites: 259, Math 200.

**367/567. COOPERATIVE EDUCATION (1-6) Offered on demand.**

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

An extended field trip designed to acquaint the biology major with various natural ecosystems. Biogeographical report on area to be visited required prior to trip and a copy of trip journal must be submitted to instructor by each student. One week of field work required for each hour of credit. Prerequisites: 121, 122, junior standing, and consent of the instructor. All trip expenses will be prorated among the participants.

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

A study of the history and basic principles of plant taxonomy. Laboratory work will stress the structural characteristics of vascular plant families and the use of field manuals in identifying components of the local flora. Three lectures and three hours of laboratory or field work per week. Prerequisite: 122. Laboratory fee: \$14.25.

**407/507. ECOLOGY. (4) Fall, Spring.**

A study of the fundamental interactions that determine the distribution and abundance of organisms. Laboratory and field work are designed to familiarize the student with some basic methods of ecological research. Three lectures and three hours of laboratory or field work per week. Prerequisites: 259, Math 200. Laboratory fee: \$14.25.

**409/509. ANIMAL BEHAVIOR. (3) Fall.**

A study of the function, ecology, evolution, and genetics of animal behavior. Two lectures and a three-hour laboratory per week. Prerequisite: 259.

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

The morphology, systematic, ecology, behavior, and distribution of amphibians and reptiles. Two lectures and three hours of laboratory or field work per week. Prerequisite: 259. Laboratory fee: \$14.25.

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

An intensive study in physiology primarily at the cellular level with topics being selected from the following areas: the functional organization of the cell, the cellular environment; cellular membranes, transport, irritability, and contractibility; and cellular energy and matter conversions. Three lectures. Must be taken concurrently with 421 unless credit is being earned in Chem. 325. Prerequisites: 259 and Chem. 271 or 301.

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

A laboratory course designed to study physiology and biochemistry at the cellular level. Must be taken concurrently with 420 unless credit has been or is being earned in Chem. 325. Laboratory fee: \$29.50.

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

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

**440. SEMINAR. (0-1) Fall, Spring.**

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

## DEPARTMENT OF COMMUNICATION

### PROFESSORS:

Morris Ray Ellis, Ph.D.

Patrick Garner, Ph. D.

John H. Ryan, Ph.D.

### ASSOCIATE PROFESSORS:

Louis Butterfield, Ed.D.

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

+Rebecca Weaver, M.C.D., CCC-SLP

### ASSISTANT PROFESSORS:

Michael L. James, Ph.D.

Chairman

Steven N. Frye, Ed.D.

Kay Gowan, M.S.M.C.

C. Robin Miller, M.F.A.

\*Jack R. Shock, M.A.

### INSTRUCTOR:

Karen McLarty, M.A.

\* On leave of absence for Fall, 1993.

+ Designates professional licensure by the state of Arkansas.

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

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

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

## MAJORS AND MINORS IN COMMUNICATION

**ORAL COMMUNICATION:** Major: 35 hours including ComD 250; ComM 201 or 251 and 410; ComO 210, 211, 255, 260, 261 or 263, 262, 271, 272, and 290;



ComT 204. Majors must earn credit in at least two semesters of co-curricular practicum courses numbered ComM 140, 141; ComO 151, 161, 171, 270; ComI 131. A minor is required.

Minor: 18 hours including ComD 250 or ComO 290; ComO 210, 211, 260, 262 or 263, 271; ComT 204 or ComO 255; and one hour from ComM 141, ComO 151, 161, 171 or 270; ComT 131.

Minor: (for Bible majors): 18 hours including ComO 210, 211, 255, 260 or 261, 262 or 263, 271 or 272, and ComM 140 or 141, 351.

Major: (for secondary school teachers): 39 hours of communication including ComM 201 410; ComO 171, 210, 211, 255, 260 or 261, 262, 263; ComT 190, 206, 308, 310, 313, and one hour of co-curricular practicum selected from ComM 140, 141; ComO 151, 161, ComT 131. Please become familiar with sections on admission to the Teacher Education Program and admission to the Student Teaching Semester under the School of Education section in this catalog.

**THEATER:** Major: 34 hours. Core courses (25 hours): ComO 255; ComT 190, 204, 206, 245, 308, 310, 312, 313, and 451. Electives (9 hours) ComT 107/307, 131, 200, 306, 309, 311; ComO 211; Eng. 371. No more than one hour of practicum may count toward a major. A minor is required.

Minor: 18 hours. Core courses (9 hours): ComT 190, 204, and 206. Electives (9 hours): ComT 107/307, 131 (1 hour), 200, 245, 255, 306, 308, 309, 310, 311, 312, 450.

**THEATER MANAGEMENT:** Major: Core course (22 hours) including Acct. 205, Bus. 315, ComT 190, 204 or 308, 206, 310, 451, and Mgt. 332. Electives (12 hours) ComM 231, 280, 303, 323, 396; ComO 262; ComT 107, 131, 307, 312 and 450. Note: in lieu of ComT 190 and 310, a student may petition the department chair for six more hours from the specified electives. No more than three hours in practicums may be used for the major. Projects in practicum hours must be in some aspect of theater management to count toward the major. A minor is required.

Minor: 18 hours. Core courses (12 hours) ComT 204 or 308, 206; ComM 280 and Mgt. 332. Electives (6 hours) select any electives from the Theater Management Major.

**COMMUNICATION DISORDERS:** Core Curriculum: 44 hours including Biol. 275; ComD 215, 250, 291, 300 (2 to 4 hours), 325, 326, 400, 401, 402, 404; ComO 290 and two courses selected from 210, 255, 260 and 261; Math 200. Majors must enroll in ComD 300, 420, or 421 each semester they are involved in clinical services. Majors should take Biology 113 to satisfy the general education requirement in lieu of Biology 111.

Major (preprofessional/public school); Core Curriculum; ComD 420; EdFd 201, 203 (in lieu of Psy. 131), 307, 309; SpEd 407; three hours from SpEd 303, 409 or 414; Eng. 104; Health Ed. 203 (in lieu of one hour of P.E. activity); Pol. Sci. 205; Soc. 203 or Pol. Sci. 202. A minor is not required.

Major (preprofessional/non-public school): Core Curriculum and ComD 421. A minor in an approved area is required. Psychology is a suggested minor field.

An undergraduate major in communication disorders is strongly recommended for those students planning to pursue a master's degree and certification by the American Speech-Language-Hearing Association (ASHA). Students receive their clinical experience under the supervision of ASHA certified speech pathologists.

## MAJORS AND MINORS IN MASS COMMUNICATION

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

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

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

Majors must also pass English 103 before enrolling in any course numbered above 230. All mass communication majors are required to take Math 200 to fulfill the general education requirement for mathematics.

**ADVERTISING:** Major: 64 hours, including ComM 140, 141, 142, 201, 220, 230 or 231, 253, 280, 303, 304, 313, 322, 351, 410, 411, 412, 441; ComO 272; Mkt. 330; Soc. 355; Math 200. In addition, 15 hours elected from Art 200, 249, 250, 351, 352, 356, 456; ComM 142, 143; ComO 271; Mkt. 331, 337; Pr.S. 398; Bus. 435; Pr.S. 336; Comp. 101; ComM 251, 302, 305, 370, 371, 372. A minor is not required.

Minor: 19 hours including ComM 201, 230 or 231, 303 or 304, 322; one hour from ComM 140, 141, 142, 143; and at least six hours from ComM 253, 280, 351, 410, 411, 412, ComO 272, or other courses approved by department chair.

**PRINT JOURNALISM:** Major: 63 hours including ComM 142, 143, 201, 220, 231, 301, 302, 303, 322, 323, 351, 410, 412, 415, 442; ComO 272; Pol. Sci. 202 and 353; Eng. 281; Math 200. In addition, 12 hours elected from ComM 280, 305, 370, 371, 372; Bus. 315; Econ. 202, 310, 311; Eng. 291; Art 249; Pol. Sci. 255, 300, 304, 435. Students majoring in Print Journalism should elect Econ. 201 and Pol. Sci. 205 in general education requirements in social science. A minor is not required.



Major: (for secondary school teachers): 35 hours including ComM 142, 143, 201, 220, 231, 301, 302, 322, 323, 410, 412, 415, 442.

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

**PUBLIC RELATIONS:** Major: 63 hours including ComM 140 or 141, 142, 143, 201, 220, 231, 253, 280, 302, 303, 307, 322, 323, 351, 394, 396, 410, 412, 415 and 443; ComO 260 or 262, 272; Bus. 435; Math 200; Mkt. 330. Students majoring in Public Relations should elect Econ. 201 and Soc. 203 in general education requirements in social science. A minor is not required.

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

**RADIO-TELEVISION:** Major: 61 hours including ComM 140, 141, 201, 220, 230, 251, 253, 304, 351, 370, 371, 372, 410, 412 and 444; ComO 211, 255, 260, 272; Math 200; and 12 elective hours from ComM 140, 141, 275, 280, 322, 408, 409; ComO 261, 262, 271; ComT 245, 311. Note: Students choosing the broadcast journalism track must elect ComM 275 and 408 and 7 additional elective hours; students choosing the teleproduction track must elect ComT 311 and ComM 409 and 6 additional elective hours. A minor is not required.

Minor: 19 hours including ComM 140, 141, 201, 230, 251, and 8 hours elected from 253, 275, 304, 351, 370, 371, 372.

#### COMMUNICATION DISORDERS (Com D)

##### 215. NORMAL SPEECH AND LANGUAGE DEVELOPMENT. (3) Spring.

The study of normal speech and language acquisition and growth from first vocalization to adult grammatical forms. Observation of clinical activity is required.

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

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

##### 291. DIAGNOSTIC PROCEDURES IN COMMUNICATION DISORDERS. (3) Spring.

Introduction to current diagnostic and appraisal methods for the disorders of speech and language. Includes the study of and practical experience in the administration and reporting of assessment instruments for communication disorders.

##### 301. COMMUNICATION DISORDERS PRACTICUM I. (3) Fall, Spring.

A minimum of 25 clock hours of clinical experience in the Harding University Speech Clinic. This practicum experience is designed for beginning clinicians who require maximum supervision. The course also includes at least one hour of class meeting per week. Clinicians must enroll in this practicum or ComD 302 each semester they are engaged in the on-site delivery of clinical services. Prerequisite: ComD 250 and 25 hours of clinical observation; 2.5 GPA. Fee: \$17.50. Must purchase professional liability insurance from Harding University.

##### 302. COMMUNICATION DISORDERS PRACTICUM II. (3) Fall, Spring.

A minimum of 40 clock hours of clinical experience including 25 hours earned in ComD 301. Clinicians must enroll in this practicum of ComD 301 each semester they are engaged in the on-site delivery of clinical services. The course also includes at least one hour of class meeting per week. The course may be taken two times for credit. Prerequisite: ComD 301; 2.5 GPA. Fee: \$17.50. Must purchase professional liability insurance from Harding University.

##### 325/525. ARTICULATION DISORDERS. (3) Fall.

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

##### 326/526. LANGUAGE DISORDERS. (3) Fall.

Identification and remediation of language disorders: delayed and disordered language, environmental deprivation, mental retardation, and brain injury. Prerequisites: ComD 215 and ComD 250.

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

An introduction to the more involved types of speech abnormalities: aphasia, cleft palate, voice and neuropsychological speech disorders. Prerequisite: ComD 250, 291, 325, 326, ComO 290.

##### 401/501. SPEECH AND HEARING SCIENCE. (3) Spring. Alternate years; offered 1993-94.

A study of the anatomy and physiology of the vocal mechanism and acoustics of voice and sound production. Prerequisite: ComD 250.

##### 402/502. AUDIOLOGY. (3) Spring. Alternate years; offered 1994-95.

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

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

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

##### 420. SUPERVISED SCHOOL PRACTICUM. (4) Fall, Spring.

A minimum of 60 clock hours of clinical experience in an approved public school speech therapy program. This practicum experience meets state guidelines for Speech Therapy certification only and is not the equivalent of Supervised Teaching. Prerequisites: ComD 291, 300 (2 hours), 325, 326; 2.8 GPA. Fee: \$132.50. Must purchase professional insurance from Harding University.

##### 421. SUPERVISED SPEECH PATHOLOGY PRACTICUM. (4) Fall, Spring.

A minimum of 60 clock hours of clinical experience in an approved clinical speech pathology program. Prerequisites: ComD 291, 300 (2 hours), 325, 326; 2.8 GPA. Fee: \$132.50. Must purchase professional insurance from Harding University.

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

Independent research in various areas of communication disorders: stuttering, articulatory disorders, speech and hearing rehabilitation, etc. May be repeated for a maximum of 6 hours total credit in any area. Prerequisite: consent of department chairman.

#### MASS COMMUNICATION (Com M)

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

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

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

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

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

Participation in staff duties or other assignments for student newspaper. Open to majors and non majors, but no more than two hours credit may be obtained in 142 and/or 143. Prerequisite: Consent of faculty advisor or ComM 231.

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

Same as for 142 except work is on yearbook. Prerequisite: Consent of faculty advisor or ComM 231.

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

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

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

The fundamentals of still, cinema and video photography, developing and printing, enlarging, use of photographic equipment and standard techniques are studied by lecture and laboratory work. Fee: \$36.00.



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

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

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

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

**251. MODERN MEDIA TECHNOLOGIES. (3) Spring.**

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

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

Techniques for electronic news gathering, electronic field production, and post production. Includes set up and operation of remote production equipment, studio post production equipment, and editing facilities. Fee: \$36.00.

**275. BROADCAST NEWS REPORTING. (2) Spring.**

Devoted to correct reporting and interviewing techniques for radio and television broadcasting. Student productions will be used for on-the-air broadcasts over TV 19 and KHCA. Prerequisite: Com M 230. Fee: \$36.00.

**280. PUBLIC RELATIONS PRINCIPLES. (3) Fall.**

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

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

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

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

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

**303/503. PRINT ADVERTISING. (3) Fall.**

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

**304/504. BROADCAST ADVERTISING. (3) Spring.**

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

**305. PUBLICATIONS PHOTOGRAPHY. (2) Spring. Alternate years, offered 1993-94.**

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: ComM 220 or equivalent. Fee \$36.00.

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

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

**313. FIELD EXPERIENCES IN ADVERTISING. (1) Fall, Spring.**

Participation in a student-run advertising agency. Students will get hands-on experience in the planning, design, production, implementation and evaluation of an advertising campaign for an actual client(s). Prerequisites: ComM 231, 280, 303, 304, and consent of faculty advisor.

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

Principles of graphic presentation and printing mechanics. Types and type families, legibility, spacing, harmony, contrast and use of color as they affect the functional design of printed matter.

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

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

**351/551. RELIGIOUS APPLICATIONS OF MEDIA. (3) Fall. Alternate years; offered 1993-94.**

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

**367/567. COOPERATIVE EDUCATION. (1-6) offered on demand.**

**370/570. RADIO AND TELEVISION PROGRAMMING. (3) Spring. Alternate years; offered 1994-95.**

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: ComM 251 or consent of instructor.

**371/571. RADIO PRODUCTION AND WRITING. (3) Fall. Alternate years; offered 1994-95.**

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

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

The basic elements of television production and writing. Includes "hands on" experience with cameras, audio, lighting, graphics, editing, production, and direction. Work with the campus cable Channel 19 will be utilized. Fee: \$36.00.

**394/594. PUBLIC RELATIONS CASE STUDIES. (3) Spring. Alternate years; offered 1994-95.**

A study of public relations ethics, writing, media relations, and case studies. Prerequisite: ComM 231, 280.

**396/596. PUBLIC RELATIONS CAMPAIGNS. (3) Spring. Alternate years; offered 1993-94.**

Planning and preparation of publicity material for various media; application of public relations techniques; study of current public relations campaigns. Prerequisite: ComM 231, 280.

**408. ADVANCED BROADCAST JOURNALISM. (3) Fall.**

Advanced theory and techniques of broadcast news gathering, writing, and reporting. Topics include spot news coverage, investigative reporting, on-line database research, resume tape preparation, government and court systems, critical analysis of current media issues and ethics in journalism. Prerequisite: Com M 275.

**409/509. ADVANCED TELEVISION DIRECTION AND PRODUCTION. (3) Spring.**

Scripting, producing, and directing features, specials, documentaries, and other advanced projects. Includes editing and production techniques. Practical knowledge is gained by working with the campus cable Channel 19. Prerequisite: ComM 372. Fee: \$36.00.

**410/510. COMMUNICATION THEORY. (3) Spring.**

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

**411. DIRECT MARKETING. (3) Fall.**

Provides the student a broad perspective of the rapidly developing area of direct marketing. Includes all forms of direct marketing, such as direct mail, telemarketing, interactive TV, broadcast TV, newspaper, magazines, outdoor, and advertising specialties. Students will be using skills learned in this class to produce direct marketing pieces for clients. Prerequisites: ComM 303, 304.

**412/512. COMMUNICATION LAW. (3) Spring.**

Study of the legal and ethical responsibilities and freedoms affecting oral, print and electronic media, including first amendment principles and the legal and ethical philosophy affecting mass media.

**415/515. THE PRESS AND SOCIETY. (3) Fall. Alternate years; offered 1993-94.**

Background of the American press; examination of problems of editorial freedom, ethics of the press, propaganda, public opinion, and the press in a democratic society. The student will learn to recognize the need for and to develop and implement personal value systems and/or code of ethics.



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

The internship, supervised in a commercial or educational setting, is designed to give the student an opportunity for observation and practice of fundamentals in a professional setting. Advanced approval of the internship is to be obtained from the department chairman. An internship paper, approved by the department chairman, is required.

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

Individual study or research on selected topic of interest to the senior major or graduate student in any of the four areas of mass communication. May be repeated for a maximum of 6 hours credit in any area.

#### ORAL COMMUNICATION (Com O)

101. **BASIC SPEECH COMMUNICATION.** (3) Fall, Spring, Summer.

Instruction and practice in the theory and skills of public and interpersonal communication, the organization and delivery of short speeches, reading aloud in public, group discussions, critical listening, and evaluation. Does not count toward a major or minor in communication.

151. **BEGINNING INTERCOLLEGIATE DEBATING.** (1) Fall, Spring.

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

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

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

171. **FORENSICS PRACTICUM.** (1-3) Fall, Spring.

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

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

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

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

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

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

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

260. **INTERPERSONAL COMMUNICATION.** (3) Spring.

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.

261. **NONVERBAL AND CROSS CULTURAL COMMUNICATION.** (3) Fall. Alternates with ComO 263; offered 1993-94.

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

262. **SMALL GROUP AND ORGANIZATIONAL COMMUNICATION.** (3) Spring.

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

263. **ARGUMENTATION AND PERSUASION.** (3) Fall. Alternate years; offered 1994-95.

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

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

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

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

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

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

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

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

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

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

Independent research in oral interpretation, communication theory, rhetoric and public address, phonetics, or speech education. May be repeated for a maximum of 6 hours total credit at each level. Prerequisite: consent of department chairman.

#### THEATER (Com T)

107. **DINNER THEATER PRACTICUM I.** (1-4) Summer.

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

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

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

190. **ACTING I.** (3) Fall. Alternate years; offered 1994-95.

Lecture-laboratory in acting methods and techniques.

200. **THEATER MOVEMENT.** (2) Offered on sufficient demand.

A beginning course in theater movement. Through an activities approach the course will focus on body awareness, elimination of habitual movements, and achievement of a neutral body usage.

204. **THEATER: A SURVEY.** (3) Fall. Alternate years; offered 1993-94.

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

206. **TECHNICAL THEATER PRODUCTION.** (3) Spring. Alternate years; offered 1994-95.

Basic theory and practice in technical production and option including purchasing, source of materials, and budgeting as well as instruction tool use, construction procedures, basic lighting techniques, sound equipment, costume shop procedures and stage management.

245. **MAKEUP FOR TELEVISION AND STAGE.** (2) Spring.

Principles and application of makeup in a laboratory setting. Design, application and evaluation of specific techniques applicable for TV and stage. Student will purchase makeup supplies.

306. **CONTEMPORARY DRAMA IN PERFORMANCE.** (3) Spring. Alternate years; offered 1993-94.

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

307. **DINNER THEATER PRACTICUM II.** (1-4) Summer.

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

308/508. **THEATER HISTORY.** (3) Fall. Alternate years; offered 1994-95.

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

309/509. **ACTING II.** (3) Spring. Alternate years; offered 1994-95.

Application of different styles of acting to period and modern plays for presentation as audition and performance pieces. Prerequisite: ComT 190. May be taken twice for credit but only three hours may apply toward the major.



**310/510. PLAY PRODUCTION.** (3) Fall. Alternate years; offered 1993-94.

Lecture-workshop in self analyzing, staging, and producing plays. Includes student production of short plays. Prerequisites: 190 and 206 or consent of instructor.

**311/511. LIGHTING FOR TELEVISION AND STAGE.** (3) Spring.

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

**312/512. COSTUME AND SCENE DESIGN.** (3) Spring. Alternate years; offered 1993-94.

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

**313. PLAY PRODUCTION PRACTICUM.** (1) Fall, Spring.

Credit is earned for directing a one-act play or one act of a full length play. Written documentation of the project is required. Enrollment in the course is by application to the theater faculty. Prerequisite: ComT 310 or consent of the instructor.

**367. Com T CO-OPERATIVE EDUCATION** (1-6) Offered on demand.

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

Independent research in acting, directing, technical theater and other relevant topics in theater. May be repeated for a maximum of 6 hours total credit in any area. Prerequisite: consent of department chairman.

**451. SENIOR SEMINAR.** (1) Fall, Spring, Summer.

A theatrical project in the student's area of specialization, resumé development, and presentation of a portfolio. A project proposal is to be presented to and approved by the department chair and the theater faculty at least one semester prior to enrollment in the course.

## COOPERATIVE EDUCATION

### DIRECTOR:

Denise Miller, J.D.

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

**367/567. COOPERATIVE EDUCATION.** (1-6) Offered on demand.

Cooperative Education allows one to expand formal classroom theory into practical, career related work experience. The Cooperative Education staff and a faculty member designated by the department chairman will supervise the work experience. Both written and oral reports will be assigned to assess the educational value of the work experience. The department chairman may accept up to 6 hours credit to substitute for required or elective courses in the major. Prerequisite: 2.0 GPA, and joint approval of the department chairman and the Director of Cooperative Education.

## DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

### PROFESSORS:

Dennis M. Organ, Ph.D.

Chairman

Rodger Lee Brewer, Ph.D.

Alice K. Jewell, M.A.

Larry Long, Ph.D.

Duane McCampbell, Ph.D.

Charles Pittman, M.A.

Eugene Underwood, Ed.D.

### ASSOCIATE PROFESSORS:

Kenneth W. Hammes, Ph.D.

John E. Williams, Ph.D.

Ray Wright, D.A.

### INSTRUCTOR:

\*Priscilla Ann Brown, M.S.E.

Assisting from other departments:

### PROFESSORS:

Betty Work Watson, M.A.

Dorothy S. Wright, Dr. de l'Universite

\* On leave of absence 1993-94

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

Major (non-certifying): 34 hours, including 231, 251, 252, 271, 272, 281, 422, and 15 hours of elective work in English numbered 250 or higher, 9 of which must be in English or American Literature. In addition, two years of modern foreign language study are required. A minor is also required.

Majors (certifying to teach): 34 hours, including 231, 251, 252, 271, 272, 281, 322, 420, 422, and 9 elective hours in English numbered 250 or higher, at least 6 of which must be in literature. In addition, one year of study of a modern foreign language is required. A minor is also required. Please become familiar with sections on admission to the Teacher Education Program and admission to the Student Teaching Semester under the School of Education section in this catalog.

All English majors must also complete a senior project. During the senior year they will designate one 300- or 400-level course in which they will prepare an in-depth research paper or project in lieu of one paper or project normally



required in the course. Oral presentations of these projects will be given at a departmental forum each semester.

Minor: 18 hours, including 111, 171, 211, and 6 hours of upper-level work.

Minor in Writing: 18 hours, including 111, 211, 281, 291, and 6 hours elected from 311, 322, 422, ComM 323 and 410, and Bus. 350.

Minor in Linguistics: 18 hours, including one year of foreign language, ComO 290, Eng. 422, and six hours selected from Eng. 322, 370, and either Eng., Fren., or Span. 450.

Students certifying to teach in a major field who wish to add English as a second field must complete 24 hours of English, including 251, 252, 271, 272, 281, 322, and 6 hours of elective work in English numbered 171 or higher (Eng. 211 excluded). Please become familiar with sections on admission to the Teacher Education Program and admission to the Student Teaching Semester under the School of Education section in this catalog.

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

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

**100. BASIC ENGLISH.** (3) Fall, Spring.  
This course emphasizes grammar and basic composition skills. Required for students who have no credit in college composition and who scored 18 or below on the ACT English examination (350 or below on the SAT verbal exam), the course does not count toward a major, a minor, or the general education requirement in composition. Fee: \$15.00.

**101. ENGLISH AS A SECOND LANGUAGE.** (3) Fall, Spring.  
Designed for students for whom English is not the native language, this course concentrates on English word formation, grammatical agreement, spelling, and phonetic distinction needed for adequate listening, speaking, reading, and writing in college level English. Fee: \$15.00.

**111. COMPOSITION I.** (3) Fall, Spring.  
This course emphasizes college-level paragraph and essay writing skills. Library orientation and grammar review are included. Prerequisite: Eng. 100 or 19 or above on ACT English examination (360 or above on the SAT verbal examination).

**171. WORLD LITERATURE.** (3) Fall, Spring.  
This course emphasizes non-English writers whose ideas are representative of concepts, movements, or creative expressions that have had significant impact upon Western culture. The course examines important views regarding the nature of man and his place in the world. It is closely related to Art 101, Music 101, and History 110 and 111. Prerequisite: Eng. 111.

**211. COMPOSITION II** (3) Fall, Spring.  
This course builds on the skills developed in Composition I with emphasis on critical reading, thinking, and writing. Reading assignments include some masterworks of British and American literature. A research paper is required. Prerequisite: Eng. 111.

**231. INTRODUCTION TO LITERARY STUDY.** (1) Spring.  
Designed as a basic overview of literary studies, this course introduces students to library resources, literary terminology, critical approaches, and film as literature.

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

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

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

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

**271, 272. AMERICAN LITERATURE.** (3, 3) Fall, Spring.

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

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

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

**291. BUSINESS AND PROFESSIONAL WRITING.** (3) Spring. Alternates with 380; offered 1994-95.

Designed for students in all disciplines, this course provides writing practice in expository prose and report writing while examining style and writing theory. Students are guided in polishing a research project from their own disciplines.

**311. CREATIVE WRITING.** (3) Spring. Alternates with 291; offered 1993-94.

Although this course teaches the characteristics of poetry and fiction, emphasis is given to a workshop format in which students develop, share, and revise their own creative works.

**322. SYSTEMS OF ENGLISH GRAMMAR.** (3) Spring.

Stressing the basic principles of English grammar, this course is designed particularly for students who plan to teach English. The course reviews functional linguistics, comparative grammars, and syntax.

**350. CHILDREN'S LITERATURE.** (3) Fall, Spring.

This course provides a study of the types and sources of children's literature, involves the extensive reading necessary to acquaint a prospective teacher with the wealth of material available in the field, and demonstrates procedures in the teaching of literature to children. It does not count toward the major or minor. Prerequisite: EdFd 203.

**367/567. COOPERATIVE EDUCATION.** (1-6) Offered on demand.

**360/560. AMERICAN POETRY.** (3) Summer. Offered on sufficient demand.

This course gives the interested student an opportunity to study, in detail, American poetry. Poets studied may vary from year to year, and the course may be repeated with the consent of the department chairman.

**370/570. OLD AND MIDDLE ENGLISH LITERATURE.** (3) Fall. Offered on sufficient demand.

With emphasis on Chaucer, this course is designed to give the interested student the opportunity to study this period of British literature in depth.

**371/571. SHAKESPEARE.** (3) Spring.

Shakespeare's development as a dramatic artist and as an interpreter of humanity is outlined in this course. It gives attention to the resourcefulness of his language and to the penetration of his thought.

**380/580. RENAISSANCE AND SEVENTEENTH CENTURY BRITISH LITERATURE.** (3) Fall. Offered on sufficient demand.

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

**400/500. RESTORATION AND NEOCLASSIC LITERATURE.** (3) Summer. Offered on sufficient demand.

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

**402/502. BRITISH ROMANTIC POETRY.** (3) Summer. Offered on sufficient demand.

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



**403. STUDY IN LITERATURE OR COMPOSITION.** (3) Offered on sufficient demand.

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

**404/504. VICTORIAN POETRY.** (3) Summer. Offered on sufficient demand.

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

**408/508. AMERICAN SHORT STORY.** (3) Fall. Alternates with 411/511; offered 1993-94.

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

**409/509. BRITISH SHORT FICTION.** (3) Spring. Offered on sufficient demand.

Short stories and/or novellas of British authors are examined in detail.

**411/511. AMERICAN NOVEL.** (3) Fall. Alternates with 408/508; offered 1994-95.

This course examines the development of the American novel from its early instances to the present time. This course may vary from year to year and may be repeated with the consent of the department chairman.

**415/515. MYTHOLOGY, FOLK TALES, AND ETHNIC LITERATURE.** (3) Summer. Offered on sufficient demand.

This course is designed primarily for teachers in secondary schools. The course will include units on folklore, mythology, and minority literature.

**418/518. BRITISH NOVEL.** (3) Spring. Alternate years; offered 1993-94.

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.

**420/520. LITERATURE FOR ADOLESCENTS.** (3) Fall.

An examination of individual titles and characteristics of young adult literature. Included in the course will be an overview of the history of young adult literature, an analysis of individual titles, an extensive annotated bibliography, and methods for developing materials for use in grades 6-12.

**422/522. NATURE AND HISTORY OF LANGUAGE.** (3) Spring.

This course presents the principles of linguistic analysis, the history of language study and the development of English, functions and varieties of language in society, and the establishment of standards.

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

When in the judgement of the chairman of the English Department and of the appropriate member of the English faculty senior students majoring in English can advantageously embark upon an independent study project, the content of this course may be adapted to their specific needs.

## DEPARTMENT OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

### PROFESSORS:

Ava M. Conley, M.A.

Winfred O. Wright, Dr. de l'Universite,  
Chairman

Dorothy S. Wright, Dr. de l'Universite

### ASSISTANT PROFESSOR:

Robbie Shackelford, M.Ed.

### ADJUNCT INSTRUCTOR:

Shirley Boyd, M.A.

The department seeks to prepare students for life and work in the modern world where communication with people of other cultures and languages is becoming increasingly important.

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

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

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

## STUDY ABROAD

The department provides numerous opportunities:

1. The Harding University in Florence Program offers a semester of study in Florence, Italy.
2. The French Work/Study Tour is a summer program combining 7 weeks of evangelistic campaigns with French language and culture study in the French speaking countries of Europe.
3. The Latin American Work/Study Tour is a summer program combining 6-8 weeks of evangelistic campaigns with language and culture study in Venezuela or another Latin American country.
4. The Independent Study Abroad Program provides a semester of study in a foreign university often combined with residence in a home where the target language is spoken.

## BACHELOR OF ARTS DEGREES

**French:** Major: 30 hours in French, including 18 hours of upper-level credit (Students planning graduate studies in French are encouraged to take additional upper-level courses.)

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

**Spanish:** Major: 30 hours in Spanish, including 18 hours of upper-level credit. (Students planning graduate studies in Spanish are encouraged to take additional upper-level courses.)

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



**International Studies:** Major: 68 hours, including the following (A minor is not required.):

Specified from the General Education menu: Pol. Sci. 202; Econ. 201 (6)

Foreign Language: 20 hours (6 hours must be at upper-level); 3 hours may also count towards the global literacy requirement in the general education menu) (20)

One course from: Anthro. 250, 320, 401, Missions 386, 388; ComO 261 (3)

One course from: Geog. 302, 303 (3)

One course from: Pol. Sci. 300, 351, 410; Econ. 285, 420 (3)

One course from Hist. 311, 415, 425; Fr. 305, Span. 315, 325 (3)

Each of the following: Soc. Sci. 301, 450; Int. Studies 310, 450 (9)

**Career Concentration.** The career concentration may be in any discipline that relates to international living and/or work. The courses will be jointly approved by the chairman of the Department of Foreign Languages and International Studies and the chairman or dean of the selected discipline.

Students certifying to teach in a major field who wish to add French or Spanish as a second field must complete 24 hours of the language including the following: 6 hours in functional language skills; 6 hours in culture, civilization, and literature (at least 3 being in culture and civilization); 12 hours of electives. At least 9 of the 24 hours must be upper-level. SeEd 419 must also be taken. Students are encouraged to certify in a second area such as English or other foreign language.

## FRENCH

**100. BEGINNING FRENCH FOR BUSINESS AND TRAVEL.** (2) Spring. Offered on sufficient demand.

A course designed to introduce students with no background in French to the basic elements of the language. Emphasis will be given to oral communication in every day situations.

**101. ELEMENTARY FRENCH I.** (4) Fall.

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.

**102. ELEMENTARY FRENCH II.** (4) Spring.

A continuation of 101. Prerequisite: 101 or equivalent.

**201. INTERMEDIATE FRENCH I.** (3) Fall.

A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Prerequisite: 102 or two years of high school French.

**202. INTERMEDIATE FRENCH II.** (3) Spring.

A continuation of 201. Prerequisite: 201 or equivalent.

**251. FRENCH CONVERSATION.** (1) Fall, Spring. Offered on sufficient demand.

Guided conversational experience in small groups on topics of common interest to students of French. May be repeated for credit. A total of 4 hours may be earned in French 251, 252. Prerequisite: 102 or equivalent.

**252. FRENCH FOR RELIGIOUS COMMUNICATION.** (1) Spring. Offered on sufficient demand.

A study of selected religious texts with practical use of religious vocabulary for worship and evangelism. May be repeated for credit. A total of 4 hours may be earned in French 251, 252. Prerequisite: 102 or equivalent.

**271. SELECTED READINGS IN CULTURE AND LITERATURE.** (3) Offered on sufficient demand.

A study of selected works relating to a cultural theme, a literary genre, or the literary works of selected authors. The course may be repeated with the consent of the chairman provided the content is different.

**301, 302. INTRODUCTION TO FRENCH LITERATURE.** (3, 3) Fall, Spring. Alternates with 303-304; offered 1994-95.

A survey of major authors and their works from the Middle Ages to the present. Prerequisite: 202 or equivalent.

**303/304. ADVANCED COMPOSITION.** (3) Fall. Alternates with 301; offered 1993-94.

Techniques of writing in French. Imitation of selected French texts illustrating various styles. Exercises in creative writing. Prerequisite: 202 or equivalent.

**304/504. ADVANCED FRENCH.** (3) Spring. Alternates with 302; offered 1993-94.

A practical application of advanced grammar in group discussions, reports and translations. Literary analysis of passages from representative works. Prerequisite: 202 or equivalent.

**305/605. CONTEMPORARY FRENCH CIVILIZATION.** (3) Spring. Alternates with 434. Offered 1994-95.

A study of the mores, customs, government and important personalities of present day France. Prerequisite: 202 or equivalent.

**432/532. FRENCH CLASSICISM.** (3) Offered on sufficient demand.

A study of Corneille, Racine, Moliere, Pascal, La Fontaine, and others. Prerequisite: Any 300 course or equivalent.

**434/534. LITERATURE OF THE 19TH CENTURY.** (3) Spring. Alternates with 305/605; offered 1993-94.

A study of representative writers of the 19th Century and the important literary movements. Prerequisite: Any 300 course or equivalent.

**435/535. LITERATURE OF THE 20TH CENTURY.** (3) Fall. Alternate years; offered 1994-95.

A study of outstanding writers of the 20th Century and of current literary trends in France. Prerequisite: Any 300 course or equivalent.

**450/650. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study for qualified seniors or graduate students majoring in French. Prerequisite: Consent of the instructor and department chairman.

## GERMAN

**101. ELEMENTARY GERMAN I.** (4) Fall.

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.

**102. ELEMENTARY GERMAN II.** (4) Spring.

A continuation of 101. Prerequisite: 101 or equivalent.

**201. INTERMEDIATE GERMAN I.** (3) Fall. Offered on sufficient demand.

A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Prerequisite: 102 or two years of high school German.

**202. INTERMEDIATE GERMAN II.** (3) Spring. Offered on sufficient demand.

A continuation of 201. Prerequisite: 201 or equivalent.

## ITALIAN

**100. BEGINNING ITALIAN FOR BUSINESS AND TRAVEL.** (2) Fall, Spring. Offered on sufficient demand.

A course designed to introduce students with no background in Italian to the basic elements of the language. Emphasis will be given to oral communication and to cultural understanding.

**101. ELEMENTARY ITALIAN I.** (4) Fall.

A beginning course designed for students with little or no background in Italian. Emphasis is given to oral and written communication, grammar, and culture. Five class periods per week. Also offered in HUF Program.



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

**201. INTERMEDIATE ITALIAN I.** (3) Offered only upon demand in the Harding University in Florence (Italy) curriculum.

**202. INTERMEDIATE ITALIAN II.** (3)  
A continuation of 201. Prerequisite: 201 or equivalent.

### SPANISH

**100. BEGINNING SPANISH FOR BUSINESS AND TRAVEL.** (2) Spring. Offered on sufficient demand.

A course designed to introduce students with no background in Spanish to the basic elements of the language. Emphasis will be given to oral communication in every day situations.

**101. ELEMENTARY SPANISH I.** (4) Fall.

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.

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

**201. INTERMEDIATE SPANISH I.** (3) Fall.

A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Prerequisite: 102 or two years of high school Spanish.

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

**251. SPANISH CONVERSATION.** (1) Offered on sufficient demand.

Guided conversational experience in small groups on topics of common interest to students of Spanish. May be repeated for credit. A total of 4 hours may be earned in Spanish 251 or 252. Prerequisite: 102 or equivalent.

**252. SPANISH FOR RELIGIOUS COMMUNICATION.** (1) Spring.

A study of selected religious texts with practical use of religious vocabulary for worship and evangelism. May be repeated for credit. A total of 4 hours may be earned in Spanish 251, 252. Prerequisite: 102 or equivalent.

**271. SELECTED READINGS IN CULTURE AND LITERATURE.** (3) Offered on sufficient demand.

A study of selected works relating to a cultural theme, a literary genre, or the literary works of selected authors. The course may be repeated with the consent of the chairman provided the content is different.

**301, 302. INTRODUCTION TO SPANISH LITERATURE.** (3, 3) Fall, Spring. Alternates with 303-304; offered 1994-95.

A survey of major authors and their works. Prerequisite: 202 or equivalent.

**303/503. ADVANCED COMPOSITION AND GRAMMAR REVIEW.** (3) Fall. Alternates with 301; offered 1993-94.

Grammatical analysis, translation to Spanish and free composition to develop fluency and correctness in written Spanish. Prerequisite: 202 or equivalent.

**304/504. ADVANCED SPANISH.** (3) Spring. Alternates with 302; offered 1993-94.

A practical application of Spanish with advanced conversation, literary analysis, phonetic review and an overview of Peninsular Spanish culture. Prerequisite: 202 or equivalent.

**311/511. SURVEY OF LATIN AMERICAN LITERATURE.** (3) Fall. Alternates with 315; offered 1993-94.

A survey of major Latin American authors and their works. Prerequisite: 202 or equivalent.

**315/515. LATIN AMERICAN CIVILIZATION.** (3) Fall. Alternates with 311/511; offered 1994-95.

A cultural survey of the Latin American nations with emphasis on the contemporary period. The course will be taught in Spanish unless there is sufficient demand for the classroom sessions to be English. Prerequisite: 202 or equivalent unless there is sufficient demand otherwise.

**325/625. REGIONAL LANGUAGE AND CULTURE.** (3) Offered in the summer, upon sufficient demand, in a Spanish-speaking country.

A survey of the linguistic variations of the chosen region. An in-depth cultural study of the given country with special attention to the contemporary period. May be repeated for credit in a different region. Prerequisite: 202 or equivalent.

**435/535. LITERATURE OF THE 20TH CENTURY.** (3) Spring. Alternates with 436/536; offered 1993-94.

The essay and the novel with historical emphasis on the Generation of 1895 and critical emphasis on the prose of the 20th Century. Prerequisite: Any 300 course or equivalent.

**436/536. 19TH AND 20TH CENTURY SPANISH DRAMA AND POETRY.** (3) Spring. Alternates with 435/535; offered 1994-95.

A study of representative writers of the period. Prerequisite: Any 300 course or equivalent.

**450/650. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study for qualified seniors or graduate students majoring in Spanish. Prerequisite: Consent of the instructor and the department chairman.

### INTERNATIONAL STUDIES

**310/510. INDEPENDENT STUDY ABROAD.** (3-12).

Guided study abroad in an approved foreign institution of higher learning. Before the student enrolls for the course, the International Studies chairman must approve: the institution, living arrangements, program of study, the specific courses in which credit at Harding University will be granted, and the number of credit hours to be received. The prescribed program must be completed and an evaluation of the student's performance provided by the foreign institution. Prerequisite: Open only to students with sophomore to graduate standing who have completed the intermediate level of language study in the language of the host country or give proof of equal proficiency.

**367. COOPERATIVE EDUCATION.** (1-6) Offered on demand.

**450. INDEPENDENT SENIOR PROJECT.** (1-3).

Guided readings or individual research for seniors majoring in International Studies. Prerequisite: Senior standing and approval of the proposed project by the department chairman.

### GENERAL STUDIES

The colleges and schools of Harding University cooperate in offering a multidisciplinary Bachelor of Arts degree in General Studies. The degree is intended for those students who need a creative plan of study that serves their professional aspirations better than established traditional majors. Students interested in this major should see the Assistant Registrar.

A minimum of 128 semester hours is required with a cumulative grade point average of 2.0 on all semester hours attempted. Additionally, a 2.0 is required in the major thematic concentration area (minimum 30 hours) as well as the second thematic concentration area (minimum 12 hours).

General education courses may not be used to meet any other requirements of the degree. Any developmental course obligations are additional to the stated degree requirements.

Major and secondary thematic concentrations may be chosen from the following groups: GROUP I (Arts and Humanities) Fine Art, Graphic Design, English, Foreign Languages and International Studies, History, Humanities, Music, Communication, Religion and Philosophy, Interior Design, Geography; GROUP II (Natural Sciences and Mathematics) Biology, Chemistry, Mathematics, Physical Science, Physics, Computer Science, GROUP III (Behavioral and Social Sciences) Education, Political Science, Social Sciences, Health and Physical Education (Professional courses only), Psychology, So-



cial Work, Sociology, Anthropology; GROUP IV (Business) Accounting, Business, Computer Information Systems, Economics, Management, Marketing, Office Information Systems; GROUP V (Applied Sciences) Home Economics, Nursing, Speech/Language/Hearing, Cooperative Education.

Specific course work within a thematic area will be chosen after careful consultation with the student's academic advisor.

## HARDING UNIVERSITY IN FLORENCE PROGRAM

**Bible 313/513. PAUL.** (2 or 3) Offered only in the Harding University in Florence (Italy) curriculum.

A study of the figure of Paul in the New Testament — apostle, Roman citizen, missionary. Selected passages from Acts of Apostles and Paul's letters will be examined. Background material relating to his apostleship to the Gentiles will be examined in Rome and elsewhere. This or another course in Bible is required as part of the HUF program.

**Int. Stud. 201. INTRODUCTION TO EUROPEAN STUDIES.** (1-2) Offered only in the Harding University in Florence, Italy, curriculum.

Orientation and training for those attending Harding University in Florence, Italy. This course is designed to prepare students for their international experience in living and study in Europe. It will include enhancement in cultural sensitivity and practical matters of survival in a different cultural setting. There will be approximately thirty hours of class time plus "hands-on" experiences in Europe. Students will be encouraged to do research on places to visit and things to do with reference to their particular major.

**Humanities 260. OUR WESTERN HERITAGE.** (3-5) Offered only in the Harding University in Florence (Italy) curriculum.

This course integrates art, music, history, philosophy, religion, and literature. Hum. 260 may substitute for 3 to 5 hours selected from among the following: Art 101, Music 101, Hist. 110 or 111. A department chairman may approve upper-level departmental credit for Hum. 260 provided a student gains approval in advance. This course is required, either for credit or audit, as part of the HUF program.

**Italian 101-102. ELEMENTARY ITALIAN.** (4, 4) 101 offered Fall, Spring in the Harding University in Florence (Italy) curriculum. 102 offered upon sufficient demand either in the HUF curriculum or during the spring semester on the Searcy campus.

A beginning course designed for students with little or no background in Italian. Emphasis is given to oral and written communications, grammar, and culture. Class time per course will equal five class periods per week in a regular semester. A course in Italian is required as part of the HUF program.

**Italian 201-202. INTERMEDIATE ITALIAN.** (3, 3) Offered only upon demand in the Harding University in Florence (Italy) curriculum.

A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Prerequisite: 102 or two years of high school Italian.

**Special Studies 290. "Course Title of Special Study."** (3) Offered only in the Harding University in Florence (Italy) curriculum.

A course that will be specifically designed to meet the needs of students (sophomore, junior, or senior) who need the course to meet their educational objectives. A given department chairman may request the Vice President for Academic Affairs to approve department credit with the appropriate course title; for example, English 299, Creative Writing. Prerequisite: Sophomore standing and joint approval of the department chairman and the Vice President for Academic Affairs.

### PROFESSORS:

Thomas M. Howard, Ed.D.  
Chairman  
Clifton L. Ganus, Jr., Ph.D.  
Fred R. Jewell, Ed.D.  
Raymond Muncy, Ph.D.  
Joe T. Segraves, Ph.D.  
Thomas R. Statom, Ph.D.

### ASSISTANT PROFESSORS:

Mark A. Elrod, M.A.  
Paul Haynie, Ph.D.

The work of the department is designed to give students basic information concerning the social forces and institutions which affect civilization and the fundamental principles underlying enlightened citizenship and global perspective; to prepare teachers for elementary and secondary schools; to furnish the knowledge and academic discipline needed for graduate study in history, political science, or social science; to provide the preprofessional background for the fields of law, government service, or some related professions.

Students certifying to teach in a major field who wish to add social science as a second field must complete 12 hours of American history, History 311 and 336, 3 hours of European history, Political Science 205 and 353, 3 hours of economics, 6 hours of geography, and Sociology 203. In addition to certifying in the broad area of social science, 6 hours in a specific field of social science are required for certification in that field.

## BACHELOR OF ARTS DEGREE

**HISTORY:** Major: 38 hours including History 101, 102, 110 and 111; Social Science 260 and 450. Bible 340 or 341 may be counted toward the major. A minimum of 18 upper-level hours must be elected. In addition, one year of a modern foreign language is required.

Minor: 18 hours in history, of which 6 must be upper-level.

**POLITICAL SCIENCE:** Major: 35 hours in political science, including Political Science 202, 205, 353, 300, 460, and 461. Social Science 301 and 450, and in addition one year of modern foreign language.

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

**SOCIAL SCIENCE:** Major: 56 hours in the social sciences including Economics 201 and 3 hours elective in economics; Geography 300 or 301; History 101, 102, 110, 111, and 311; Political Science 202, 205, and 353; Social Science 260 and 450; 9 additional hours in history (3 of which must be American), Sociology 203, and 6 additional hours in anthropology, economics, geography, political science, or sociology. Those certifying to teach in the social sciences must take History 336, Political Science 353, and 6 hours in 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.

## BACHELOR OF SCIENCE DEGREE

**AMERICAN STUDIES:** Major: 62 hours in American Studies, including Economics 201 and 202; Geography 301; History 101 and 102, 110 or 111; Management 333; Political Science 202, 205, and 353 Social Science 260 and 450; Sociology 203; 6 hours in American literature from English 271, 272, 360, 408, or 411; 6 additional hours in American Political Science 354, 425, or 435; 3 additional hours in American culture from Sociology 355 or 405; 6 additional upper level hours in American history and Com M 415 or an elective approved by the chairman of the department. In addition, one year of modern foreign language is required. No minor is required.

Minor: 30 hours in American Studies, including History 101 and 102, Political Science 202 and 205; Sociology 203; 6 upper level hours of American history, and 9 additional hours selected from 3 of the 5 fields listed under the American Studies major.

**PUBLIC ADMINISTRATION:** Major: 66 hours, including Accounting 205 and 206; Business 315, and 316 or 343; Computer 101 and 201; Economics 201; Management 332 and 368; Political Science 205, 304, 353, 435, 436, 460, and 461; one course from Com O 260, 262 or 263; and 17 hours electives approved by the chairman of the department with not more than 9 hours from the School of Business. No minor is required.

### GEOGRAPHY

**212. FUNDAMENTALS OF GEOGRAPHY.** (3) Offered on demand.

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

**302/502. GEOGRAPHY OF DEVELOPED COUNTRIES.** (3) Fall.

A survey of the developed regions of the world, focusing on the physical traits (landforms, climate, natural resources, etc.) the land-man relationships (land uses, population distribution, etc.), and the cultural traits of each region. Attention will also be given to the principal differences between developed and developing regions.

**303/503. GEOGRAPHY OF DEVELOPING COUNTRIES.** (3) Spring.

A survey of the developing regions of the world, focusing on the physical traits (landforms, climate, natural resources, etc.), the land-man relationships (land uses, population distribution, etc.), and the cultural traits of each region. Attention will also be given to the principal differences between developed and developing regions.

**367/567. COOPERATIVE EDUCATION.** (1-6) Offered on demand.

### HISTORY

**101. AMERICAN HISTORY TO 1887.** (3) Fall, Spring.

Survey of American history from discovery through Reconstruction.

**102. AMERICAN HISTORY SINCE 1877.** (3) Fall, Spring.

Survey of American history from reconstruction to the present.

**110. WESTERN CIVILIZATION TO 1500.** (3) Fall, Spring.

Survey of Western Civilization from earliest times to the Renaissance.

**111. WESTERN CIVILIZATION SINCE 1500.** (3) Fall, Spring.

Survey of Western Civilization from the Renaissance to the present.

**311/511. HISTORY AND CULTURE OF THE FAR EAST.** (3) Fall.

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.

**336/536. ARKANSAS HISTORY.** (3) Spring. Alternate years; offered 1993-94.

Required of all teachers certifying in the social studies.

**366/566. HISTORY OF THE FRONTIER.** (3) Fall. Alternate years; offered 1994-95.

Settlement of the West, the laws and policies related to its development, and the effects of the frontier on national life. Field Trip West. Fee \$36.75.

**367/567. COOPERATIVE EDUCATION IN HISTORY.** (1-6) Offered on demand.

**370/570. COLONIAL AMERICA.** (3) Spring. Alternate years; offered 1994-95.

The history of America from its discovery to 1783.

**375/575. ANCIENT CIVILIZATIONS.** (3) Spring. Alternate years; offered 1993-94.

A study of Near Eastern and European civilizations in antiquity.

**380/580. EARLY MODERN AMERICA, 1783-1850.** (3) Fall. Alternate years; offered 1993-94.

History of the United States from Independence to 1850.

**385/585. MEDIEVAL EUROPE.** (3) Spring. Alternate years; offered 1994-95.

Political, social and economic institutions of Europe between 476 and 1400.

**390/590. ERA OF THE CIVIL WAR, 1850-1877.** (3) Spring. Alternate years; offered 1993-94.

Events leading to the Civil War in America, the war and Reconstruction. Field trips to battlefields. Fee: \$36.75.

**395/595. RENAISSANCE AND REFORMATION, 1400 to 1648.** (3) Fall. Alternate years; offered 1993-94.

Artistic and cultural contributions of the West and the Protestant revolt.

**400/500. EMERGENCE OF MODERN UNITED STATES, 1877-1920.** (3) Fall. Alternate years; offered 1994-95.

History of the United States between Reconstruction and World War I.

**402/502. DIPLOMATIC HISTORY OF THE UNITED STATES.** (3) Spring. Alternate years; offered 1994-95.

A survey of the diplomacy and foreign policy of the United States from the American Revolution to the present.

**405/505. ABSOLUTISM, CONSTITUTIONALISM AND REVOLUTION: EUROPE, 1648-1815.** (3) Fall. Alternate years; offered 1994-95.

Changes that came in political, social and economic institutions during the period.

**410/510. RECENT UNITED STATES HISTORY, 1920 TO THE PRESENT.** (3) Fall. Alternate years; offered 1994-95.

Economic, political and social history since 1920, with emphasis on the historiography of the period.

**414/514. HISTORY OF THE SOUTH.** (3) Fall. Alternate years; offered 1993-94.

Social, political, and economic development of both the old and the new South. Special attention given to the forces that made the South unique.

**415/515. EMERGENCE OF MODERN EUROPE, 1815 TO 1920.** (3) Spring. Alternate years; offered 1993-94.

The creation of modern nation states and the Industrial Revolution in Europe.

**425/525. RECENT EUROPEAN HISTORY, 1920 TO THE PRESENT.** (3) Spring. Alternate years; offered 1994-95.

Decline of imperialism, World War II, Cold War and breakup of the Eastern Communist Bloc.

**430/530. SPECIAL TOPICS IN U.S. HISTORY.** (3) Summer only.

A different topic of interest in American history will be taught each time the course is offered, such as "The American Indian," "Utopian Communities," "Sports in History," etc.

**435/535. SPECIAL TOPICS IN EUROPEAN HISTORY.** (3) Summer only.

A different topic in European history will be taught each time the course is offered, such as "World War II," "Revolutions," "Cities of Europe," etc.



**202. INTERNATIONAL RELATIONS.** (3) Fall, Spring.

A study of the interaction of nation-states by surveying international concepts including culture, nationalism, conflict, organizations, law, nuclear arms, economics, and underdevelopment, with focus on why nation-states act as they do.

**205. AMERICAN NATIONAL GOVERNMENT.** (3) Fall, Spring.

A study of the constitution, civil rights, and the formal and informal aspects of political decision-making in the United States.

**300/500. 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.

**304/504. PRINCIPLES OF PUBLIC ADMINISTRATION.** (3) Fall.

Political influences and management principles of the public bureaucracy.

**351/551. INTERNATIONAL LAW AND DIPLOMACY.** (3) Spring. Alternate years; offered 1994-95.

An analysis of major cases in international law which have helped to shape the present international system and their relationship to diplomacy between nation-states. Prerequisite: 202 or approval of the teacher.

**353/553. ARKANSAS AND STATE AND LOCAL GOVERNMENT.** (3) Spring.

The study of the Arkansas political system and the political systems of other state and local governments in the United States. Required of all teachers certifying in the Social Sciences.

**354/554. AMERICAN POLITICAL INSTITUTIONS.** (3) Spring. Alternate years; offered 1993-94.

Analysis of the Constitution and of the decision-making processes in the major federal government institutions, including the Congress, Presidency, Courts, political parties, and elections.

**367/567. COOPERATIVE EDUCATION IN POLITICAL SCIENCE.** (1-6) Offered on demand.**410/510. POLITICS AMONG UNDERDEVELOPED NATION STATES.** (3) Spring. Alternate years, 1993-94.

An examination of the political processes and economic development of the underdeveloped nation states of Africa, Asia, Latin and South America.

**425/525. AMERICAN POLITICAL THOUGHT.** (3) Spring. Alternate years; offered 1994-95.

Origins and development of American political ideas and institutions from precolonial times to the present.

**435/535. CONSTITUTIONAL LAW.** (3) Spring.

A study of the role of the Supreme Court in the American political system, the principles of Constitutional interpretation, and landmark cases in our legal heritage. Special emphasis is given to contemporary Bill of Rights issues.

**436/536. ADMINISTRATIVE LAW.** (3) Fall. Alternate years, offered 1994-95.

The nature, formulation, implementation, and adjudication of administrative law with attention to the powers and limitations of regulatory agencies. Prerequisite: 205 or approval of the teacher.

**450/650. PROBLEMS IN POLITICAL SCIENCE.** (1-3) Offered on demand.

Open to outstanding political science majors who wish to concentrate, through research and special supervised reading, upon a particular problem, with a special emphasis on an introduction to graduate work in the field of political science. For Public Administration majors and those interested in law, internships with government agencies and legal professionals are offered. Supervised Field Experience. Prerequisite: Consent of the department chairman.

**460. QUANTITATIVE TECHNIQUES IN POLITICAL SCIENCE.** (3) Fall.

An introduction to the basic tools used in modern political science research with special emphasis on statistics used in data analysis and hypothesis testing.

**461. POLICY ANALYSIS AND RESEARCH.** (3) Spring.

A study of public policy made by government utilizing all the analytical tools that are available in the discipline, especially statistical tools. A primary research project in which the students apply their research skills is required. Writing skills demonstrated in a major research report and ethics in research are emphasized in this course, which is designated the capstone course in the discipline. Prerequisite: 460.

**250. OUR WESTERN CULTURE.** (3-6) Summer only.

An integrated course in the art, music, and history of Western Europe offered in the summer International Studies Program.

**260. INTRODUCTION TO RESEARCH AND WRITING.** (3) Fall.

A supervised, practical introduction to research and writing in the social sciences. Requires the completion of various projects which emphasize research techniques and effective communication. Required of all American Studies, History, and Social Science majors.

**301/501. GLOBAL ISSUES.** (3) Fall.

A study of basic social, economic, and political issues of major concern in the international community. Prerequisite: Pol. Sci. 202.

**367/567. COOPERATIVE EDUCATION.** (1-6) Offered on demand.**450/550. SENIOR SEMINAR IN THE SOCIAL SCIENCES.** (2) Spring.

Synthesizes the various disciplines in the social science field. Includes course content and bibliography, historiography, scientific research, and critical analysis. Prerequisite: Senior or graduate standing with a major in the social science area.

**DEPARTMENT OF HOME ECONOMICS****PROFESSORS:**

Sharen Crockett, M.S., C.H.E.  
Director of Child Development Center  
Elizabeth K. Wilson, Ed.D., C.H.E.  
Chair

**ASSOCIATE PROFESSOR:**

Ellen Daniel, Ed.D., C.H.E.

**LECTURERS:**

Terri Rine, M.Ed.  
Lisa Ritchie, M.S.E., R.D., L.D.  
Director of Dietetics Program

Home Economics is a profession whose basic philosophy is to improve the quality of life for individuals and families. To fulfill this mission home economics encompasses an interdisciplinary knowledge base that provides study in the content areas of: child development and family relations; family resource management; food, nutrition, dietetics and hospitality management; home economics education; related art and interior design; and textiles, clothing, design, and merchandising.

Consistent with the profession of home economics, the standards of the American Home Economics Association, and the mission of Harding University, the Department of Home Economics seeks to accomplish the following objectives:

1. The preparation of individuals with a strong faith in God.
2. The preparation of Christian professionals for a variety of careers in specializations directly related to the family or derived from the functions of the family.
3. The preparation of individuals with a commitment of service to others.
4. The preparation of individuals committed to contributing to the quality of life for all individuals and families.



5. The development of each individual to his/her greatest potential with the knowledge and skills for living a productive, rewarding, and useful life.

Harding is approved by the State Department of Education and the Federal Office of Education for the training of teachers in vocational home economics. The University is approved for the training of extension home economists. The Harding University Didactic Dietetics Program is currently granted approval status by the American Dietetic Association Council on Education Division of Education Accreditation/Approval, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education.

**Philosophy of Dietetics Program.** The Dietetics Program is based upon the philosophy that optimal nutrition is essential for the health and well-being of every person. Likewise, the Program recognizes that societal needs are best served by having a population that is adequately nourished. The mission of the Program is to prepare individuals with a unique combination of knowledge and skills conducive to helping individuals and society meet their nutritional needs.

**Goals of Dietetics Program.** The Dietetics Program within the Department of Home Economics at Harding University is designed to accomplish the following objectives:

1. To provide the student with a comprehensive knowledge of the inter-relationships of food, nutrition, and health based upon the integration of principles from a variety of disciplines.
2. To provide the student interested in the dietetics profession with an American Dietetic Association (ADA) Approved Didactic academic program in preparation for entrance into a dietetic internship or an Approved Preprofessional Practice Program (AP4).
3. To provide the student interested in the food service systems management profession with knowledge, skills, and training in areas of food, nutrition, and management.
4. To provide the student interested in a variety of nutrition-related professions with the knowledge, skills, and training in areas of food, nutrition, and management.
5. To prepare the student interested in graduate study with the knowledge and skills for successful completion of a variety of advanced degree programs.

The Child Development Center provides learning experiences in the areas of dramatics, block play, library, music, creative art, food preparation, and rest. The facilities also include an isolation area, restrooms, teachers' conference room, observation booths, and an outdoor playground. It is licensed for 30 children by the Department of Human Services of the State of Arkansas as a day care center.

## MAJORS AND MINORS IN HOME ECONOMICS

The Home Economics Department offers the Home Economics degree in any one of the following special areas of study: General; Child Development;

Interior Design; Fashion Merchandising; Home Economics Education (Vocational); and Dietetics. Each emphasis except Dietetics, requires an 18-hour core. The core requirements are:

Home Ec. 100	1 hour
Home Ec. 101	3 hours
Home Ec. 102, 201, or 331	3 hours
Home Ec. 251	3 hours
Home Ec. 323	3 hours
Home Ec. 391	3 hours
Home Ec. 403	2 hours
Home Ec. 400	0 hours
	<hr/> 18 hours

## BACHELOR OF ARTS DEGREE

**General Home Economics:** Major: 37 hours including H.Ec. 100, 101, 251, 323, 391, 400, 403, 404; 6 hours from 102, 201, or 331; 6 hours from 203, 405, 406, or 407; CoAp. 101; and 6 hours of advanced Home Ec. electives. A minor is required.

**Fashion Merchandising:** Major: 63 hours including H.Ec. 100, 251, 323, 391, 400, 403; 3 hours from H.Ec. 102, 201, or 331; 101, 202, 203, 260, 267, 303, 305; Acct. 205; Bus. 315, 350; Econ. 201; Mgt. 368; Mkt. 330, and 337; Pr.S. 336; CoAp. 101. Suggested electives: Art 249; H.Ec. 406; Com M 303. A minor is not required.

**Home Economics — Child Development:** Major: 58 hours including H.Ec. 100, 101, 251, 267, 322, 323, 331, 391, 400, 403, 425, 430; S.Wk. 399; Eng. 350; Art 211; Mus. 116; Bible 234, 331; Soc. 203 and 410; CoAp. 101; HEd 202. Suggested electives: Acct. 205; H.Ed. 203; Mgt. 332 or 368. A minor is not required.

## BACHELOR OF SCIENCE DEGREE

**Dietetics:** Major: (American Dietetic Association Approved Didactic Program): 78 hours including H.Ec. 100, 102, 201, 300, 331, 370, 380, 415, 420, 431, 433, 434, 435, 436, 445, 460, 6 hours of H.Ec. electives; Biol. 113, 271; Chem. 114, 115, 271, 324; CoAp. 101; Pol. Sci. 205; Math 200. A minor is not required.

**Home Economics Education (Vocational):** Major: 47 hours in home economics, including H.Ec. 100, 101, 102, 201, 202 or 303, 203, 251, 322, 323, 331, 391, 400, 401, 403, 404, 405, 406, 407, and 430; 26 hours in professional education, including EdFd 201, 307, 309, 320, SeEd 308, 417, 424, 451, 480, and SpEd 418; Art 101; Chem 114; Math 200; Biol 113; PhySci 111, 112, 113, or 115; HEd 203; Pol.Sci. 205.

Please become familiar with sections on admission to the Teacher Education Program and admission to the Student Teaching Semester under the School of Education section in this catalog.

This program includes 47 hours of home economics specialization; 12 hours of English; 13 hours of biological science, physical science, and mathematics; 12 hours of social studies; 6 hours of physical education; 2 hours of art; and



26 hours of professional education. A total of 4 hours of methods in teaching vocational home economics (including history and philosophy of vocational education, occupational home economics, and methods of teaching middle school home economics), and 8 hours of directed teaching in vocational home economics is provided. **Non-teaching majors** must complete Psy 131 and 6 hours of global literacy, but may omit HEc 401, HEd 203, the professional education courses, Chem 114, and 3 hours of social studies. A minor is not required.

**Interior Design:** Major: 64 hours including H.Ec. 100, 101, 203, 246, 251, 260, 323, 391, 403, 405, 406, 407, 471, and 3 hours from 102, 201, or 331; Art 102, 117, 260, 370, 372, and 373; 3 hours from Mkt. 330, 337 or Pr.S. 336; Acct. 205; Com M 220 or CoAp. 101. A minor is not required.

**Minor:** 18 hours in home economics, including 6 advanced-level hours.

**100. HOME ECONOMICS AS A PROFESSION.** (1) Fall, Spring.

An introduction to the development of home economics as a profession focusing upon basic concepts, underlying principles and theories, contemporary issues, and areas of specialization. Exploration of educational and professional preparation for the various careers within the profession.

**101. CLOTHING CONCEPTS AND CONSTRUCTION.** (3) Fall, Spring.

The selection of clothing to meet the needs of various members of the family. Practical experience in cutting, pressing, and construction of selected garments, using a variety of fabrics, interpretation of commercial patterns, and sewing machine maintenance. The choice of ready-made clothing and recognition of good fashion designs. Selection of children's clothing. Two hours lecture and three hours laboratory per week.

**102. FOOD SCIENCE.** (3) Fall, Spring.

Principles underlying the selection and preparation of foods. Study of food components, market standards for products, grades, labeling, and the consumers responsibility in the economic system. Laboratory experiences provide application of scientific principles to food preparation and service. 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 and budgeting, marketing, meal preparation, and table service for all occasions. Two hours lecture and three hours laboratory per week.

**202. CLOTHING TAILORING.** (3) Spring. Alternates with 303; offered 1993-94.

Construction techniques of tailoring. A tailored suit or coat is constructed. A combination of professional and custom tailoring is explored. Two hours lecture and three hours laboratory per week. Prerequisite: 101 or equivalent

**203. TEXTILES.** (3) Fall.

Problems in consumer textiles; selection, maintenance, and service ability of fabrics for clothing and home furnishings; characteristics of fibers, fabrics, and finishes; laboratory study of selected fabrics. Two hours lecture and three hours laboratory per week.

**246. INTERIOR DESIGN PRACTICUM.** (1) Fall, Spring, Summer.

Guided experiences in an interior design firm, studio, retail store, or community service organization. Prerequisite: Consent of the instructor. Must purchase professional liability insurance through Harding University.

**251. FAMILY RELATIONSHIPS.** (3) Fall.

Designed to provide a comprehensive introduction to marriage and family relationships and issues. Includes a study of successful relationship development, family life stages, and strategies for coping with family crisis. Techniques and resources for family life enrichment are included as classroom learning experiences.

**260. VISUAL MERCHANDISING AND DISPLAY TECHNIQUES.** (3) Fall.

Current trends in merchandise presentation; principles and practice in display planning, execution, coordination, and evaluation.

**267. FIELD EXPERIENCE.** (1-3) Fall, Spring, Summer.

planned experience allowing students to expand formal classroom theory into a practical, career-related work experience. Must purchase professional liability insurance through Harding University.

**300. DIETETICS PRACTICUM.** (1) Fall.

A guided experience in a clinical setting such as hospitals, medical clinics, or community service agencies. Prerequisite: Consent of the Dietetics Program Director. Must purchase professional liability insurance through Harding University.

**303. ADVANCED CLOTHING DESIGN.** (3) Spring. Alternates with 202; offered 1994-95.

An extension of HEc 101, this course involves more extensive skills in clothing design and construction. The students will individually plan and execute the development of a limited collection of apparel that will culminate as a simulated "mini" market. Ready-to-wear apparel analysis is explored. Experiential activities include involvement with a regional apparel mart. Two hours lecture and three hours laboratory per week. Prerequisite: 101 or consent of the instructor.

**305. FASHION AND TEXTILE MERCHANDISING.** (3) Fall.

Merchandising problems applied to fashion, buying, household textiles, and apparel marketing and promotion.

**322. GUIDANCE IN EARLY CHILDHOOD.** (3) Fall.

Application of principles of development to the planning of Early Childhood programs. Modification of activities for age level, ability, experience, group, and individual needs. Two hours lecture and three hours participation in Child Development laboratory per week.

**323. LIFESPAN HUMAN DEVELOPMENT.** (3) Fall, Spring.

Study of the physical, mental, emotional, social, and aesthetic development of the individual over the life cycle. Two hours lecture and three hours participation in Child Development Center per week.

**331. HUMAN NUTRITION.** (3) Fall, Intersession.

Principles of normal nutrition and metabolism, food values, and requirements for maintenance and growth.

**367. COOPERATIVE EDUCATION.** (1-6) Offered on demand.

See Cooperative Education.

**370/570. NUTRITION IN THE LIFE CYCLE.** (3) Fall. Alternates with 380/550; offered 1992-93

A study of the nutrient needs for various stages of the life cycle. Techniques of assessment and nutritional intervention strategies at each life cycle stage are stressed. Prerequisite or corequisite: 331.

**380/580. COMMUNITY NUTRITION.** (3) Fall. Alternates with 370/570; offered 1991-92.

A study of the fundamentals of nutrition care delivery in community programs. Includes principles of assessment, planning, implementing, intervention, and evaluation of nutrition services in community. Prerequisite or corequisite: 331.

**391. CONSUMER EDUCATION.** (3) Fall.

A study of the interaction of the consumer and the economic system including consumer problems, protection, and representation. Application of decision-making procedures to current issues and problems which confront the consumer of goods and services in the marketplace.

**400. SENIOR SEMINAR.** No credit. Required of all seniors both semesters of the senior year.

Resume writing, interviewing, career opportunities, job applications, graduate school opportunities, management training opportunities. Attendance of all seniors in home economics is required.

**401. TEACHING VOCATIONAL HOME ECONOMICS.** (1) Fall.

A study of the history and basic philosophy of vocational home economics (including occupational home economics) and its place in the total educational program of the school and community.

**403. PRINCIPLES OF RESOURCE MANAGEMENT.** (2) Fall.

An introduction to the principles, theories, and functions of management as related to individual and family living. Emphasis on managerial aspects of behavior: decision-making, goal setting, planning, management of stress, time, money, and energy resources. Prerequisite or corequisite with 404.



#### 404. HOME MANAGEMENT LABORATORY. (1) Fall.

Laboratory application of principles and concepts of management to individual and family living. Emphasis on analysis of home management problems, the decision-making process, implementation of decisions, and evaluation of the management process. To be taken concurrently with or following completion of 403.

#### 405/505. HOME TECHNOLOGY. (3) Spring.

The selection and management of residential equipment, lighting, and heating and cooling systems. Includes a study of the basic concepts of electricity, gas, electronics and refrigeration as they relate to the operation of equipment and the design of lighting and indoor climate control systems.

#### 406/506. HOME FURNISHINGS. (3) Fall. Alternates with 407/507; offered 1994-95.

A study of the components of interior design: floor coverings, wall and window treatments, furniture and accessories. An introduction to home furnishings merchandising with field trips to markets and presentations by company representatives. Laboratory experiences in designing, arranging and refurbishing furnishings and accessories.

#### 407/507. HOUSING. (3) Fall. Alternates with 406/506; offered 1993-94.

Evaluation of housing types, plans and storage. Family and individual needs, social aspects, zoning, government regulations, energy conservation, owner options and responsibilities, leasing. Laboratory experiences include evaluation of housing, field trips to housing sites. Two hours lecture and three hours laboratory per week.

#### 415/515. METHODS OF NUTRITION EDUCATION. (3) Spring. Alternates with 434/534; offered 1994-95.

A study of the principles of nutrition education and effective methods of teaching nutrition in a variety of community and health care settings. Includes the processes of assessing educational needs, developing educational goals and objectives, implementing educational plans, and evaluating educational outcomes. Prerequisite: 331.

#### 420/520. NUTRITION IN DISEASE. (3) Spring. Alternates with 431/531; offered 1994-95.

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. Prerequisites: 102, 201, 331, and Chem. 114-115.

#### 425/525. ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS. (3) Fall. Alternate years; offered 1994-95.

Consideration of housing and equipment, financing, staff, program, records, health protection, school planning, and organization. Prerequisite: Three hours in Child Development.

#### 430/530. PARENTING. (3) Fall. Alternate years; offered 1994-95.

An examination of the major objectives and the underlying guidance principles in parent-child relations and evaluation of parent-guidance endeavors.

#### 431/531. ADVANCED NUTRITION. (3) Spring. Alternates with 420; offered 1993-94.

Aims to extend the student's knowledge of the science of nutrition and metabolism and the recent advances in the field of clinical nutrition. Prerequisites: 331 and Chem. 324.

#### 433/533. ADVANCED FOOD SCIENCE. (3) Fall. Alternates with 445/545; offered 1994-95.

A study of the components of food materials and of the physical and chemical systems characteristic of food products. The scientific method for solving major food problems is stressed, including objective and sensory evaluation of new commercial food products. Each student is required to conduct an original research project. Two hours lecture and three hours laboratory per week. Prerequisites: 102, Chem. 271 or 301.

#### 434/534. FOODSERVICE PURCHASING. (2) Spring. Alternates with 415/515; offered 1993-94.

A study of the principles of procurement in foodservice systems. Included is a study of food and equipment specifications, receiving, maintenance, and financial management.

#### 435/535. QUANTITY FOOD PRODUCTION. (3) Spring. Alternates with 436/536; offered 1993-94.

A study of foodservice systems including menu planning, quality assurance, volume food production, distribution, and services. Two hours lecture and three hours laboratory per week.

#### 436/536. FOODSERVICE SYSTEMS MANAGEMENT. (3) Spring. Alternates with 435/535; offered 1994-95.

A study of the organization and management of foodservice systems. Principles of planning, organizing, human resource management, and fiscal resource management are included. Two hours lecture and three hours laboratory per week.

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#### 445/545. FOOD AND NUTRITION SERVICES MERCHANDISING. (3) Fall. Alternates with 433; offered 1993-94.

Fundamentals of merchandising and promoting food and nutrition services. Includes a study of market research, development of products and services, and use of a variety of techniques for promotion of products and services.

#### 450/650. INDEPENDENT STUDY. (1-3) Offered on demand.

The content of this course may be adapted to specific needs of seniors and graduate students. May be repeated for a maximum of 6 hours credit in any area. Prerequisite: Consent of instructor and department chairman.

#### 460/560. DIETETICS SEMINAR. (1) Spring.

A study of the laws, regulations, and standards affecting dietetic practice. Includes a study of professional development, roles, ethics, and performance in nutrition practice. Prerequisite: Consent of the Dietetics Program Director.

#### 471. INTERIOR DESIGN INTERNSHIP. (3) Fall, Spring, Summer.

A supervised internship which simulates the responsibilities and duties of a practicing professional. On-the-job experience in an interior design firm, studio, retail store, community service organization, architectural firm, museum, or trade showroom. Prerequisite: Consent of the instructor. Must purchase professional liability insurance through Harding University.

## HONORS PROGRAM

The following courses are the foundation courses in Honors. All students are required to take Honors 201 and 202; they will choose two from 203, 204, and 205. Credits earned in these courses will apply to the General Education requirements as listed. NOTE: SOME DEPARTMENTS WILL COUNT THESE COURSES TOWARD THE GENERAL EDUCATION REQUIREMENTS, BUT WILL NOT ALLOW THEM TO MEET PREREQUISITES IN THEIR MAJORS. HONORS STUDENTS SHOULD CONSULT THEIR ACADEMIC ADVISORS.

#### 100. HARDING HONORS SYMPOSIUM. (3). Summer.

A course intended for students who have completed their junior year in high school. It is designed to introduce prospective students to the academic programs at Harding. The content may vary but will generally center on a specific topic or historical period and will explore the subject from diverse points of view. A research project is required. Credits may be applied to the Creative Spirit or the Historical Perspective requirements in the General Education curriculum. Enrollment in this course does not require admission into the Honors Program nor does successful completion of the course assure an invitation to the program.

#### 201. INTRODUCTION TO HONORS. (3) Fall.

This course is designed to introduce students to the Honors Program, to develop their skills in critical thinking, and to enhance their skills in both written and oral communication. Credits may be applied to the Eng. 211 or ComO 101 requirement in the General Education curriculum. Required of all Honors students.

#### 202. HONORS BIBLE: NEW TESTAMENT. (2) Fall.

A discussion centered survey of the New Testament, this course will replace Bible 112 in the students' curriculum. Required of all Honors students.

#### 203. THE HUMAN SITUATION I: THE BIG QUESTIONS. (3) Spring.

This course will deal with major questions that man has asked since the beginning of time. It will explore history, art, music, and literature. Course content may vary from time to time. The credits can be applied to the General Education requirements in the areas of The Creative Spirit or The Historical Perspective.

#### 204. THE HUMAN SITUATION II: SOCIAL SYSTEMS. (3) Fall.

This course will investigate issues concerning the interrelationship between individuals and social and political systems and institutions. Course content may vary from time to time. The credits can be applied to the General Education requirements in the areas of the Individual and Social Environment excluding the physical education requirement or Global Literacy.



## DEPARTMENT OF KINESIOLOGY

### PROFESSORS:

Wilton Y. Martin, Ed.D.  
Chairman  
Ted M. Altman, Ed.D.  
Karyl Bailey, Ph.D.  
Barbara G. Barnes, M.A.T.  
Kathryn R. Campbell, M.A.T.  
Bob J. Corbin, M.Ed.  
Theodore R. Lloyd, M.S.  
Harry D. Olree, Ed.D.  
Clifford John Prock, M.T.  
Mike Pruitt, D.A.

### ASSOCIATE PROFESSORS:

John Boustead, M.Ed.  
Nick Boyd, M.S.E.  
David T. Elliott, M.A.T.

### ASSISTANT PROFESSORS:

John Ronald Huckeba, M.A.  
Larry Mark Richmond, M.Ed.  
David Todd, M.S.E.  
Randy O. Tribble, M.Ed.

### INSTRUCTORS:

James Frank, M.Ed.  
Bryan Phillips, M.Ed.

The Department of Kinesiology is designed to contribute to the wellness education of all students at Harding, to prepare individuals to teach physical education and coach or work in related fields, and to help meet the recreational needs of students.

The curricula in kinesiology offers two Bachelor of Arts options. The Kinesiology Certification option is designed for students who desire to teach physical education in secondary and elementary schools. The Sport Management option is designed for those students who wish to prepare themselves for employment in careers other than teaching. In addition to these two options, the department offers minors in health, kinesiology, and recreation.

The institutional requirement of 3 hours in kinesiology can be met by Kins. 101, and 2 additional hours from any of the following: 112, 117, 118, 119, 120, 121, 122, 124, 126, 127, 128, 214, 215; Rec. 130, 131, 132, 133; and, for kinesiology majors and minors and sports management majors, Kins. 355, 356. Students who transfer to Harding with less than 3 hours of physical activity courses must take Kins. 101.

Veterans who have spent at least one year in the military service may receive credit for the total 3 hours of kinesiology 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 health and kinesiology, including Health Ed. 203; Kins. 101 and 2 hours of activity classes. Elementary education majors must also complete Kins. 330.

All majors and minors in kinesiology must take Kins. 112 or demonstrate a proficiency in swimming.

**HEALTH EDUCATION:** Minor: 18 hours including Health Ed. 202, 203, Kins. 301; Biol. 113, and 6 hours elected from Health Ed. 408, 410, H.Ec. 331, and EdFd. 203. Kinesiology majors who minor in Health Education must take all of the preceding courses. Students desiring to certify to teach Health Education must take Health Ed. 202, 203, 408, and 410; EdFd. 203, Home Ec. 331, and 6 hours elected from Kins. 301, 407, Biol. 113, 271, 275, 276, 420.

**KINESIOLOGY:** Major: 36 hours, 18 of which must be upper-level hours, including Health Ed. 203, Kins. 206, 301, 302; four hours elected from Kins. 304, 305, 306, 307, and 308; Kins. 325, 355, 356, 404, 405, 407, 415. Biol. 113 is required in addition to the 36 hours in health, kinesiology, and recreation. Majors must demonstrate a proficiency in swimming or take Kins. 112. A minor is required. In addition to the courses required for the major, any student who desires to certify to teach at the secondary level must also complete EdFd. 201, 203, 307, 309, 320, SeEd. 308, 417, 427, 451, 480, and SpEd. 418. Any student who desires to certify K-12 must complete the following courses in addition to those required for the major: Kins. 327, 329, 330; EdFd. 201, 203, 307, 309, 320, SeEd. 308, 417, 427, 461, 480 and SpEd. 418. All students must complete the general education courses required for certification.

Please become familiar with sections on admission to the Teacher Education Program and admission to the Student Teaching Semester under the School of Education section in this catalog.

Minor: 18 hours, 6 of which must be upper-level hours, including Health Ed. 203; Kins. 206; and either Kins. 355 or 356. Minors must demonstrate a proficiency in swimming or take Kins. 112. Students certifying in a major field who wish to add kinesiology as a second field must complete 26 hours of kinesiology 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 211 or 235; Health Ed. 202 or Kins. 302; Music 116; Kins. 215, 250; Rec. 130, 131, 132, 133, 265; and Com T 204 or 206. Courses must be taken from two of the three fields of art, music and communication. Kinesiology majors must have 18 hours in addition to the courses required for the major.

**SPORTS MANAGEMENT:** Major: 69 hours, including Kins. 206, 207, 250, 302, 355 or 356, 367, 405, 407; Rec. 320, 325; Acct. 205; CoAp. 101; Econ. 201; Mgt. 368; Mkt. 330; 4 hours elected from Kins. 304, 305, 306, 307, and 308; 6 hours elected from Acct. 206, Bus. 315, Econ. 322, Mgt. 332, PRS 336; and 12 additional career emphasis hours. The student and advisor select the 12



additional career emphasis hours, which are designed to give the student skills in a specific area. These hours must be approved by the chairman of the department.

## HEALTH EDUCATION

### 202. FIRST AID. (3) Fall, Spring.

Standard Red Cross First Aid course.

### 203. PERSONAL AND COMMUNITY HEALTH AND SAFETY (3) Fall, Spring.

Consideration of personal, school and community health and safety problems. Topics covered include mental and emotional health, drug education, diet, exercise, sexuality, and diseases. Required of all prospective teachers.

### 311/511. DRIVER AND TRAFFIC SAFETY EDUCATION I. (3) Fall, Summer.

This course is designed to prepare teachers to organize and teach driver education and traffic safety programs in secondary schools.

### 312/512. DRIVE AND TRAFFIC SAFETY EDUCATION II. (3) Spring, Summer.

An advanced course in driver and safety education designed to provide prospective teachers with dual control simulation and multilar laboratory teaching experience. The course includes teaching beginners, developing programmed lessons, and a survey of methods and materials. Prerequisite: 311.

(High school and college students who do not have a valid driver's license may take a non-credit "learn to drive course" in connection with 312 by calling Dr. Wilt Martin, Chairman of the Department, 501/279-4759. Fee for noncredit "learn to drive course" \$119.00.)

### 408/508 ORGANIZATION AND ADMINISTRATION OF THE SCHOOL HEALTH PROGRAM. (3) Fall.

A study of the organization, administration, and supervision of the total school health program, including health services, health instruction, and healthful school environment. Consideration will be given to staff and program assessment, enlisting public support and implementation of new ideas.

### 410/510. SCHOOL HEALTH INSTRUCTION. (3) Spring.

A study of health interests and needs of the elementary and secondary school child, curriculum development, and instructional methods and materials for health education.

## KINESIOLOGY

### 101. INTRODUCTION TO WELLNESS. (1) Fall, Spring.

A course designed to give the student concise and factual information relative to the how, what, and why of physical activity. One hour of lecture and one hour of laboratory per week plus outside class activity. Required of all freshmen. Fee: \$27.50.

### 112. BEGINNING AND INTERMEDIATE SWIMMING. (1) Fall, Spring.

Instruction and practice in American Red Cross basic swimming and water safety skills.

### 117. AEROBICS. (1) Fall, Spring.

A complete aerobic workout using a variety of exercises done to music.

### 118. BEGINNING BASKETBALL. (1) Spring.

Instruction and practice in the basic skills of basketball.

### 119. CONDITIONING ACTIVITIES. (1) Fall, Spring.

Participating in exercises in order to improve body mechanics, posture, and physical fitness.

### 120. ARCHERY AND BADMINTON. (1) Fall, Spring.

Instruction and practice in the basic skills of archery and badminton.

### 121. VOLLEYBALL AND PICKLEBALL. (1) Fall, Spring.

Instruction and practice in the basic skills of volleyball and pickleball.

### 122. TENNIS AND RACQUETBALL. (1) Fall, Spring.

Instruction and practice in the basic skills of tennis and racquetball.

### 124. GOLF AND BOWLING. (1) Fall, Spring.

Instruction and practice in the skills of golf and bowling. Fee: \$25.00.

### 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 three semesters for credit.

### 127. GYMNASTICS. (1) Fall.

Instruction and practice of the basic skills of gymnastics.

### 128. WEIGHT TRAINING. (1) Fall, Spring.

Instruction and practice in the basic skills of weight training.

### 206. SURVEY OF KINESIOLOGY (K-12). (3) Fall.

A study of the historical development of sport and physical activity, its underlying principles, and its place in the educational program.

### 207. SPORTS IN AMERICA. (3) Spring. Alternate years; Offered 1993-94.

A study of the social, recreational, and economic impact of sports on American society in the twentieth century.

### 214. LIFEGUARD TRAINING. (1) Fall, Spring.

Instruction and practice in American Red Cross Lifeguarding skills and techniques. American Red Cross Lifeguarding Training Certification will be awarded to those who meet the requirements. Prerequisite: PE 112 and current American Red Cross Standard First Aid certification or consent of the instructor.

### 215. WATER SAFETY INSTRUCTOR'S COURSE. (2) Spring.

Instruction and practice in organizing and teaching American Red Cross swimming and lifeguard training courses. Attention will also be given to perfecting personal skills. American Red Cross Water Safety Instruction and Lifeguard Instruction certifications will be awarded to those who meet the requirements.

### 250. SPORTS OFFICIATING. (2) Fall.

A study of the principles and techniques of officiating competitive sports.

### 301/501. ANATOMICAL AND BIOMECHANICAL KINESIOLOGY. (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 113 or consent of the instructor.

### 302/502. PREVENTION AND TREATMENT OF ATHLETIC INJURIES. (3) Fall.

A study of the prevention of athletic injuries and the different forms of therapy in the treatment of injuries common to athletics and activity. Fee: \$15.00.

### 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) Fall.

Coaching and officiating baseball.

### 308. COACHING SOFTBALL AND VOLLEYBALL. (2) Spring. Alternate years; offered 1994-95.

A study of the theory and techniques of coaching and officiating softball and volleyball.

### 325. MOTOR LEARNING. (2) Spring.

Physiological factors related to the development of motor skills with practical applications for teachers.

### 327. BASIC MOVEMENT AND GYMNASTICS FOR CHILDREN. (3) Fall. Alternate years; offered 1993-94.

Instruction in developmental movement patterns and basic body control for preschool and elementary children. Also includes fundamentals of beginning gymnastics. Required of those students who desire to teach physical education in elementary or K-12 level.



**329. RHYTHMIC ACTIVITIES AND LEAD-UP GAMES FOR CHILDREN.** (3) Spring. Alternate years; offered 1993-94.

Principles and practices of body movement and response to rhythm. Primary and lead-up games for children. Required of those students who desire to teach physical education in the elementary or K-12 level.

**330/530. METHODS AND MATERIALS IN KINESIOLOGY FOR THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

A study of methods as they apply to the total program and to the organization, instruction, and selection of activities at the class level. Required of prospective elementary teachers.

**355. THEORY AND TECHNIQUES OF TEACHING SPORT SKILLS I.** (3) Fall.

Theory and techniques of teaching tennis, softball, golf, soccer, pickleball, and volleyball, and a thorough development of skills in these activities. For majors and minors only. Fee: \$11.00.

**356. THEORY AND TECHNIQUES OF TEACHING SPORT SKILLS II.** (3) Spring.

Theory and techniques of teaching aerobics, leisure activities, badminton, weight training, indoor/outdoor games, and archery, and a thorough development of skills in these activities. For majors and minors only. Fee: \$11.00.

**367/567. FIELD PLACEMENT.** (6) (SEE COOPERATIVE EDUCATION.) Fall, Spring.

Participation in an approved business, recreational, or professional setting. Placement made with the student's career goal in mind. Prerequisite: Approval of the department chairman and Cooperative Education.

**404/504. MEASUREMENT AND EVALUATION IN HUMAN PERFORMANCE.** (3) Fall.

Acquaints students with the various testing devices in kinesiology and gives practice in the use of these devices.

**405/505. ORGANIZATION AND ADMINISTRATION OF KINESIOLOGY (K-12).** (3) Fall.

A study of the principles of organization and action of kinesiology 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.

**407. PHYSIOLOGY OF EXERCISE.** (3) Fall.

Fundamental concepts of human physiology and their application to programs of kinesiology and sports.

**415/515. ADAPTED PHYSICAL AND RECREATION ACTIVITIES.** (3) Spring.

Methods, techniques, screening, and special programs for physical and recreation activity for the atypical student.

## RECREATION

**130. OUTDOOR ACTIVITIES.** (1) Fall, Spring.

The course will introduce students to various activities that are associated with the outdoors. 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 outdoors activities will be provided. Fee: \$32.00.

**131. HUNTING AND GUNS** (1) Fall.

Instruction in gun care and safety as well as techniques used in big game, waterfowl, and upland game hunting. This course meets all state requirements for hunter safety certification.

**132. BAIT CASTING, FISHING, AND BOATING SAFETY.** (1) Spring.

Instruction in the proper use of bait casting equipment, fishing techniques for various species, current boating laws, and regulations designed for the safe operation of water craft.

**133. RECREATIONAL ACTIVITIES.** (1) Offered on sufficient demand.

One or two activities will be taught each time the course is offered. The offering will vary from term to term but will include such activities as snow skiing, canoeing, backpacking, scuba diving, and bicycle touring. The course may be taken any number of times for credit as long as activities are not repeated. Fee: Varies with activity.

**265. CAMP LEADERSHIP** (2) Spring.

Study of and participation in camp organization, camp promotion, campfire programs, nature observation, camp athletics, and outdoor cooking.

**320. ORGANIZATION AND SUPERVISION OF RECREATION PROGRAMS.** (3) Fall.

History of the recreation movement, methods of organizing and supervising various types of institutional and community recreation programs, and a survey of vocational opportunities in the field.

**325. RECREATIONAL SPORTS AND ACTIVITIES** (3) Spring.

Deals with aims and objectives, organization, action of competitive and noncompetitive activities and games for all ages, schedule scoring plans, rules and regulations, publicity, and public relations.

## DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

### PROFESSORS:

Stephen W. Smith, Ph.D., Chairman

Stephen A. Baber, Ph.D.

Harmon C. Brown, Ph.D.

Alva Gene Dugger, M.S.

Bill W. Oldham, Ed.D.

Director of Mathematics Education

Dean B. Priest, Ph.D.

Travis Thompson, Ph.D.

### ASSOCIATE PROFESSOR:

Timothy B. Baird, Ph.D.

Director of Computing Degrees

### ASSISTANT PROFESSORS:

Debbie Duke, Ed.D.

J. Greg Harnden, M.A.

John Nunnally, M.S.

### INSTRUCTORS:

Ron Pacheco, M.S.

Scott S. Ragsdale, M.S.E.

The objectives of the Department of Mathematics and Computer Science are to give cultural training in mathematics and computer science, to prepare teachers of secondary school mathematics, to give the basic training in mathematics and computer science needed by pre-professional students or students of science, and to lay a broad foundation in computing and mathematics for students majoring in these areas.

Mathematics majors may elect the Bachelor of Science or the Bachelor of Arts program, but all majors must complete the core requirements. Math 306 is required and Math 419 is highly recommended for students majoring in mathematics and certifying to teach at the secondary level.

## MATHEMATICS CORE

Math. 201, 251 . . . . .	10 hours
Math. 275 . . . . .	3 hours
Math. 313 . . . . .	3 hours
Math. 318 . . . . .	3 hours
Math. 323 . . . . .	3 hours
	<hr/> 22 hours



## BACHELOR OF SCIENCE DEGREE

**Computer Science:** Major: 66 hours in Comp. 215, 220, 265, 268, 301, 310, 311, 312, 328, 335, 435, 439, and 440; two courses from Comp. 330, 355, 365, 410, and Physics 350; Acct. 205; Math. 201, 251, 275, 313, and 318. A minor is not required.

**Mathematics:** Major: 31 hours of mathematics, including the core, Math. 301 and two courses numbered 302 or above; 27 hours in two other sciences; and 6 hours in a fourth science. Comp. 202, Phy. Sci. 410, and Physics 211-212 are required. A minor is not required.

## BACHELOR OF ARTS DEGREE

**Mathematics:** Major: 31 hours of mathematics, including the core and three courses numbered 301 or above. Comp. 202 and either Physics 201 or 211 are required.

**Computer Science:** Minor: 18 hours of computer science, including six upper-level hours. Comp. 265 and 301 are highly recommended.

**Mathematics:** Minor: 18 hours of mathematics, including six upper-level hours.

### COMPUTER SCIENCE

#### 202. INTRODUCTION TO PROGRAMMING USING PASCAL. (3) Fall, Spring.

An introductory course in the Pascal programming language for those with little or no experience in Pascal or any programming language. Students will learn algorithmic solutions to basic programming problems and then write these solutions in Pascal. A brief introduction to standard microcomputer software will be included. Credit in this course will not apply toward a CS or CIS major or minor.

#### 203. INTRODUCTION TO SCIENTIFIC PROGRAMMING USING FORTRAN. (2) Spring.

Programming techniques, data representation, and problem solving methods will be taught using FORTRAN 77. Emphasis will be placed on developing algorithms for scientific applications. Credit in this course will not count toward a CS or CIS major or minor.

#### 215. STRUCTURED PROGRAMMING. (3) Fall, Spring.

Students are taught how to design and write modular program solutions using the Pascal programming language. Advanced programming concepts such as multi-dimensional array, records, pointers and sequential files will also be introduced to the students. Prerequisite: 202 or consent of instructor.

#### 220. BUSINESS APPLICATIONS PROGRAMMING USING COBOL. (3) Fall.

Fundamental concepts of program design using the COBOL language. Topics include structured programming, documentation, testing, and processing of sequential files. Prerequisite: 215.

#### 265. DATA STRUCTURES. (3) Fall, Spring.

A study of major structures used for storing data on a computer system. Topics include: strings, stacks, queues, recursion, linked list, trees, and graphs. Students will also learn and perform analysis on major searching and sorting algorithms. Prerequisite: 215.

#### 268. COMPUTER ORGANIZATION WITH ASSEMBLER PROGRAMMING. (3) Spring.

A study of machine and assembly language programming with emphasis on computer architecture, data representation, addressing techniques, instruction formats, and logic design. Prerequisite: 215.

#### 301. SYSTEMS ANALYSIS AND DESIGN. (3) Fall.

A study of the tools and techniques used in the analysis and design phases of the systems development life cycle. Topics include: project management, data flow diagrams, structure charts, pseudo-code, test case design, module coupling and cohesion, documentation techniques, CASE systems, user interfaces, implementation issues, and interpersonal communication skills useful in systems development. An analysis and design group project will be carried out making use of these tools. Prerequisite: 220.

#### 305. DECISION SUPPORT SYSTEMS. (3) Fall.

Emphasis will be on the integration of microcomputer applications for decision support. Topics include: advanced spread sheet applications, advanced microcomputer database applications, introduction to rule based expert systems, and programming techniques for seamless integration of these products. Prerequisite: 220.

#### 310. OPERATING SYSTEMS CONCEPTS. (3) Fall.

A study of the historical development and current functions of operating systems. Hardware and software requirements for operating systems which support uniprocessing, multi-programming, and multiprocessing will be discussed. Topics include: process management, memory management, disk scheduling, performance evaluation, security, and case studies. Prerequisites: 265 and 268.

#### 311. DATA COMMUNICATIONS AND NETWORKING. (3) Fall.

A study of data communications and networks. Topics include: network topology, local area networks, wide area networks, layered protocols, and network management. An examination of currently available network hardware and software will be made. Prerequisites: 265 and 268.

#### 312. C PROGRAMMING AND THE UNIX ENVIRONMENT. (3) Spring.

Elements of the C programming language will be utilized to implement the concepts needed for systems programming, including an introduction to the UNIX operating system and related utilities. Prerequisite: 265.

#### 315/515. WORKSHOP IN MICROCOMPUTERS IN EDUCATION, GRADES K-12. (3) Summer.

Various applications of the microcomputer will be covered for grades K-12. Techniques for evaluating software, introduction to BASIC programming. No prior experience needed. Will not count toward a C.Sc. or CIS major or minor.

#### 316/516. TOPICS IN MICROCOMPUTERS. (3) Summer.

Word processing, listing, and other special purpose microcomputer software and applications. Some previous experience and a basic operating knowledge of microcomputers are required. Credit in this course will not count toward a C.Sc. or CIS major or minor.

#### 320. ADVANCED BUSINESS APPLICATIONS PROGRAMMING USING COBOL. (3) Spring.

Students will develop interactive applications using relative record and indexed files. Topics include: list and tree structures for files, internal and external searching and sorting techniques, job control environment, and on-line techniques. Prerequisites: 220 and 265.

#### 328. NUMERICAL METHODS. (3) Fall.

A study of computer solutions to mathematical problems. Topics include systems of linear equations, polynomial interpolation, fixed point algorithms, numerical integration, and numerical solutions to differential equations. All programming assignments will be done using FORTRAN 77. Prerequisites: Math 251, Math 313, and either 203 or 265.

#### 330. ARTIFICIAL INTELLIGENCE. (3) Spring. Alternate years; offered 1991-92.

Survey of concepts and techniques used in the development of intelligent systems. Topics include: knowledge representation, game playing, search techniques, heuristics, deduction, learning, natural language processing, rule based expert systems, constraint exploitation and an appropriate programming language such as LISP or PROLOG. Prerequisite: 265.

#### 335. FILE STRUCTURES AND ACCESS METHODS. (3) Spring.

A study of data structures used for the storage of files and the methods of access. Topics include sequential files, direct access files, indexed sequential files, hashing, data compaction, data encryption, tree-structured indices, file-processing subroutine libraries, and file support for data base systems. Prerequisite: 265.

#### 355. COMPUTER GRAPHICS. (3) Spring. Alternate years; offered 1991-92.

Mathematical and programming techniques control to computer graphics will be presented. Topics will include scaling, transformations, translations, rotations, reflections, projections, windowing, rendering, generated surfaces and hidden surface removal. Prerequisites: 265 and Math 313.



**365. ALGORITHM ANALYSIS AND DESIGN.** (3) Spring. Alternate years; offered 1990-91.

A study of classifications of algorithms, their complexity and computing requirements. Topics include efficiency, greedy algorithms, divide and conquer algorithms, dynamic programming, graph algorithms, probabilistic algorithms, and computability theory. Prerequisites: 265 and Math 251.

**367/567. COOPERATIVE EDUCATION.** (1-6) Offered on demand.

**381. COMPUTER ANALYST WORK EXPERIENCE.** (3) Offered on demand.

On-the-job training. Prerequisite: junior or senior standing and approval.

**410. SYSTEMS SOFTWARE.** (3) Spring. Alternate years; offered 1990-91.

Design and implementation of operating system routines and/or system utilities, editors, or compilers using the C programming language. Prerequisites: 310 and 312.

**435. DATABASE CONCEPTS AND APPLICATIONS.** (3) Fall.

A study of the fundamental concepts of database systems including applications, requirements, structure, administrator functions, utilities, programming interfaces, data security, data integrity, hierarchical models, network models, relational models, normalization of relations, comparisons of available systems, and future directions. Individual and group projects will be completed using an available database system. Prerequisites: 301 and either 320 or 335.

**439. COMPUTING SEMINAR.** (1) Fall, Spring.

Attendance is required of all junior and senior computing majors for this weekly seminar. Credit may be taken only once. Enrolled students will be required to research and present a paper on a topic approved by the instructor. This seminar will also include presentations by faculty and invited speakers relative to ethics and current issues in computing. Prerequisite: students must be classified as seniors to enroll.

**440. CS SOFTWARE DEVELOPMENT PROJECT.** (4) Spring.

This is a capstone course for Computer Science majors. Students will develop a computer application in a simulated on-the-job environment. The computer application will be developed through the analysis, design, programming and testing phases of the software life cycle. Prerequisite: All other courses required by the major, or consent of the instructor.

**441. CIS SOFTWARE DEVELOPMENT PROJECT.** (4) Spring.

This is a capstone course for Computer Information Systems majors. Students will develop a computer application in a simulated on-the-job environment. The computer application will be developed through the analysis, design, programming and testing phases of the software life cycle. Prerequisite: All other courses required by the major or consent of the instructor.

**MATHEMATICS**

**100. BEGINNING ALGEBRA.** (3) Fall, Spring.

Basic arithmetic and an introduction to elementary algebra. Does not count as the mathematics general education requirement or toward a major or minor in mathematics.

**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 a major or minor in mathematics.

**115. BASIC MATHEMATICS FOR ELEMENTARY TEACHERS.** (3) Fall, Spring.

The study of numeration, whole numbers, integers, rational numbers, and number theory from an elementary school perspective. Topics are approached through problem-solving. Both content and pedagogy are emphasized. 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.** (2) Fall, Spring.

Trigonometric functions, functional relations, logarithms, solution of right and oblique triangles with application, identities, inverse functions, and equations. Prerequisites: 105, or its equivalent, and one year of plane geometry or consent of instructor.

**171. COLLEGE ALGEBRA AND TRIGONOMETRY.** (5) Fall.

Integrated course in college algebra and trigonometry. Recommended course for chemistry majors, preengineers, mathematics majors, and physics majors with a good background in mathematics. A student may not receive credit for 171 and 151 and/or 152. Prerequisites: One and one-half years of algebra, plane geometry, and trigonometry. Students who have a weak background in the prerequisites should elect 151 and 152.

**200. ELEMENTARY STATISTICS.** (3) Fall, Spring.

Introduction to elementary statistical techniques; descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, regression and correlation.

**201. ANALYTICS AND CALCULUS I.** (5) Fall, Spring.

Essentials of analytic geometry with an introduction to differential and integral calculus. Prerequisite: 171, or 151 and 152, or the equivalent. Students who do not make a grade of "C" or higher on the prerequisites are advised not to take this course.

**210. QUANTITATIVE BUSINESS ANALYSIS.** (3) Fall, Spring.

Rapid review of elementary algebra, linear functions and graphs, inequalities, simple and compound interest, annuities, systems of linear equations, matrix algebra, and linear programming including the simplex method. Prerequisite: 105, or its equivalent, or consent of instructor.

**225. MATHEMATICS IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

A study of geometry probability, and statistics from the elementary school perspective, followed by a unit on microcomputers. Prerequisite: 115 or consent of department chairman. Does not count toward a major or minor in mathematics.

**251. ANALYTICS AND CALCULUS II.** (5) Fall, Spring.

A continuation of 201. Prerequisite: 201.

**275. INTRODUCTION TO MATHEMATICAL THOUGHT** (3) Fall, Spring.

Course designed to bridge the gap between the usual topics in elementary algebra, geometry, and calculus and the more advanced topics in abstract algebra, geometry, and analysis. Logic, methods of proof, and elementary topics from an advanced point of view will be emphasized in order to develop critical thinking skills in preparation for further mathematical study. Prerequisite: 251.

**301. ANALYTICS AND CALCULUS III.** (3) Spring.

A continuation of 251. Prerequisite: 251.

**306/506. FOUNDATIONS OF GEOMETRY.** (3) Fall. Alternate years; offered 1991-92.

An examination of Euclidean geometry with an introduction to non-Euclidean geometry. Corequisite: 275.

**313/513. LINEAR ALGEBRA.** (3) Fall.

Linear equations, matrices and vector spaces, linear transformations, determinants, rational and Jordan forms, inner product spaces, and bilinear forms. Prerequisite: 275.

**318/518. PROBABILITY.** (3) Spring.

Probability as a mathematical system, random variables and their distributions, limit theorems, and topics in statistical inference. Prerequisite: 275.

**323/523. MODERN ALGEBRA I.** (3) Fall.

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: 275.

**331/531. INTERMEDIATE ANALYSIS I.** (3) Spring. Alternate years; offered 1991-92.

Real number systems, functions, sequences, additional topics in limits, continuity, differentiation, integration, infinite and power series, and uniform convergences. Prerequisite: 275 and 301.

**351/551. DIFFERENTIAL EQUATIONS.** (3) Spring. Alternate years; offered 1991-92.

Ordinary differential equations with applications. Prerequisite: 301. Physics 211-212 is highly recommended.

**367/567. COOPERATIVE EDUCATION.** (1-6) Offered on demand.

**400. ADVANCED TOPICS IN MATHEMATICS.** (3) Spring. Alternate years; offered 1990-91.

Advanced topics in mathematics from such areas as number theory, algebra, graph theory, topology, statistics, and real or complex analysis. Prerequisite: 275 and consent of the instructor.



**419/519. PROBABILITY AND STATISTICS.** (3) Intersession.

Estimation, decision theory and testing hypotheses, relationships in a set of random variables, linear models, and design. Prerequisite: 318.

**432/532. ADVANCED CALCULUS.** (3) Offered on sufficient demand.

Partial differentiation, applications to geometry of space, maxima and minima, Lagrange's multipliers, indeterminate forms, elliptic integrals, line integrals, Greens theorem, and transformation of multiple integrals. Prerequisites: 275, 301 and consent of instructor.

**450/650. DIRECTED READINGS.** (1-3) Offered on demand.

Directed reading or project for senior mathematics majors or qualified graduate students. Prerequisite: Consent of department chairman.

**525. MATHEMATICS FOR THE ELEMENTARY TEACHER.** (3) Fall, Spring. Offered in conjunction with 225.

A study of geometry, probability, and statistics from the elementary school perspective, followed by a unit on microcomputers. Prerequisite: 115 or consent of department chairman.

## MEDICAL TECHNOLOGY

**Premedical Technology Advisor:**

Carroll W. Smith, Ph.D., Professor of Chemistry

The Departments of Biology, Mathematics and Computer Science, and Physical Science cooperate in offering the basic Science requirements to qualify students to an affiliated and approved hospital school of medical technology for one year's clinical training. A student who satisfactorily completes the three-year program outlined elsewhere in this catalog subsequently successfully completes the clinical program of work in an approved hospital school of medical technology, has a transcript of the successfully completed clinical program sent to the Registrar, and completes the other cataloged requirements for graduation will become a candidate for the Bachelor of Science in Medical Technology degree. The equivalent of 35 semester hours of upper-level credit will be granted for the successfully completed clinical program.

The student has the responsibility of making application and gaining admission to an approved clinical program although the University will provide counsel and assistance.

Currently, Harding has affiliation with the following hospitals:

**Arkansas Baptist Medical Center**, Little Rock, AR 72205; Program Director: Gina Messersmith, BS, MT (ASCP).

**St. Vincent Infirmary**, Little Rock, AR 72201; Educational Coordinator: Ellen Melson, BSMT (ASCP).

**Saint Francis Hospital**, Memphis, TN 38117; Program Director: Deborah C. Roper, BS, MT (ASCP) SH.

Students who are interested in pursuing the clinical year in a hospital other than one of the programs with whom Harding is affiliated should inform both the Harding Premedical Technology Advisor and the Program Director of the hospital as early as possible in their preprofessional program.

Since admission to the clinical year is highly competitive, it is recommended that a student achieve well above a 3.00 cumulative average on the 93 hours of preclinical courses outlined in the programs for the College of Arts and

Sciences. At least 32 of the last 40 semester hours immediately preceding entry into the clinical year, including at least 12 upper-level hours in the sciences must be completed at Harding with a minimum 2.00 average. Each student planning to pursue the B.S.M.T. degree should obtain a written statement of approval from the Vice President for Academic Affairs of Harding prior to beginning the professional program in an affiliated hospital. If the cooperating institution confers the baccalaureate, Harding will not confer a second one.

## DEPARTMENT OF MUSIC

**PROFESSORS:**

Arthur L. Shearin, D.M.A.

Chairman

J. Warren Casey, Ph.D.

Clifton L. Ganus III, D.M.A.

William W. Hollaway, Ph.D.

Jeffrey T. Hopper, Ph.D.

**ASSOCIATE PROFESSOR:**

Neva White, M.M.

**ASSISTANT PROFESSOR:**

Patricia J. Cox, M.Ed.

**INSTRUCTOR:**

Mark E. Hudson, M.M.

The Department of Music at Harding University seeks to achieve the following objectives:

1. To prepare students to teach music in public and private schools (K-12 and college/university levels) and in private studios.
2. To train students for spiritual service in the church.
3. To train students for careers in musical performance.
4. To prepare students for graduate study in music.
5. To provide for the university community the enrichment afforded by musical experiences in a variety of cultures.

**GENERAL REQUIREMENTS:**

1. Music 101 is waived for all music degrees.
2. Student must take a Music Skills Placement Examination before or at the time of initial enrollment.
3. Student must earn credit in private piano for four semesters, beginning with the semester of initial enrollment, and complete the Piano Proficiency Examination at the end of the sophomore year. If the examination is not passed at that point, students must continue to take piano for credit and retake the examination every semester thereafter until the examination is passed. The examination must be passed prior to the supervised teaching semester.
4. Students are required to attend recitals, concerts, and lyceums.



5. Students must attend Music Forum every semester except the supervised teaching semester and earn one hour of credit for each year in residence, up to a maximum of four hours.
6. Students must participate in a major ensemble (Chorus, Concert Choir, Band, Orchestra) every semester except the supervised teaching semester. Participation may be specified by scholarship stipulations. Students with wind or percussion emphasis must play in the Band every semester and may be required to participate in Orchestra as well. Students with vocal/choral emphasis must participate in a choral ensemble every semester.
7. Students will be evaluated by the departmental faculty at the close of every fall and spring semester.
8. Non-majors may enroll in upper-level courses only with the consent of the instructor.

**CORE REQUIREMENTS:** Certain basic music skills should be common to all students who earn degrees in music. For this reason, the following 44-hour core of music courses is required: Music 111, 112, 113, 114, 140 (4 hours), 251, 252, 253, 254, 255, 256, 330, 331 or 332, 333, 334 and 335; 4 hours in Piano 101-202, 4 hours in Instrument/Voice 101-102. Majors in Vocal/Choral must take 331. Majors in Instrumental must take 332. Bible 320 is recommended.

### BACHELOR OF ARTS DEGREE

**MUSIC: Major:** In addition to core requirements: 2 hours in Music 131-139, 2 hours of applied music, 3 hours of other music approved by the department chairman, and 18 hours of electives. A minor is required. 128 hours are required for the degree.

**Minor in Music:** 18 hours, including Music 111-112, 113-114, 2 hours of applied music and 6 hours of upper-level work selected with approval of the department chairman. Music minors must participate in a major ensemble for at least two semesters; no more than two credits in Music 131-139 may count toward the minor. In lieu of Music 101, music minors should select from Music 255, 256, 333 or 334.

### BACHELOR OF MUSIC EDUCATION DEGREE

**INSTRUMENTAL: Major:** In addition to core requirements, 13 hours in Music 211, 212, 337, 338, 403, 407, and 411; 2 hours in Instrument 301; 29 hours in EdFd 201, 203, 307, 309 and 320, SpEd 418, SeEd 308, 417, 426, 461 and 480; general education requirements for certification. 144 hours are required for the degree.

**VOCAL/CHORAL: Major:** In addition to core requirements, 13 hours in Music 115, 258, 403, 406, and 407; 2 hours in Voice 301; 29 hours in EdFd 201, 203, 307, 309 and 320, SpEd 418, SeEd 308, 417, 426, 461, and 480; general education requirements for certification. 144 hours are required for the degree.

**100. PRIVATE MUSIC LESSONS.** Noncredit.

**101. MUSIC APPRECIATION.** (2) Fall, Spring, Summer.

The role of music in the world, with attention given to the correlative developments in other arts. Does not count toward any music degree.

**111-112. THEORY I.** (3, 3) Fall, Spring.

Partwriting, harmonization analysis, and keyboard exercises based upon the diatonic harmonies of major and minor keys. Corequisites: 113-114.

**113-114. EAR TRAINING I.** (1, 1) Fall, Spring.

Ear training, music reading, keyboard harmony and dictation based upon the diatonic harmonies of major and minor keys. Corequisites: 111-112.

**115. ITALIAN, GERMAN, AND FRENCH DICTION.** (3) Spring.

Study of songs of the Italian, German, and French repertoires for the purpose of acquiring a familiarity with pronunciation, syntax, and grammar.

**116. MUSIC IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring, Summer.

Fundamentals of music; techniques and materials for music instruction in grades K-8. Registration is limited to non-majors; students pursuing the B.M.E. degree must take Music 403.

**131-139. PARTICIPATION IN MUSIC ORGANIZATION.** (1) Fall, Spring.

Participation in any of the several music organizations is open by audition to majors and non-majors. No more than four hours of credit by such participation, whether by participating in two or more organizations during a given semester or one organization for four semesters, will apply toward any music degree.

These courses are: 131 CHORUS, 132 CONCERT CHOIR, 133 BAND, 134 BELLES AND BEAUX, 135 CHAMBER SINGERS, 136 STRING QUARTET, 137 UNIVERSITY SINGERS, 138 ORCHESTRA, and 139 JAZZ BAND.

**140. MUSIC FORUM.** (1 per year) Fall, Spring.

A weekly seminar designed for music majors, although non-majors may enroll. Time is spent experiencing music and discussing issues not ordinarily considered in regular curricular offerings. Credit for year-long participation is ordinarily granted in the spring semester. Students must register for noncredit in the fall semester and for credit in the spring semester.

**211-212. INSTRUMENTAL INSTRUCTION.** (2,2) Fall, Spring.

Class instruction in the playing of band and orchestral instruments. Strings and brasses will be studied in the fall; woodwinds and percussion will be studied in the spring. Instrument rental fee: \$31.50 each.

**213-214. ACCOMPANYING PRACTICUM.** (1, 1) Fall, Spring.

A directed experience designed primarily for students majoring in piano. Supervision is given for accompaniment of private lessons and ensembles.

**251-252. THEORY II.** (3, 3) Fall, Spring.

Partwriting, harmonization, analysis and modulation, involving chromatic alteration. Suggested corequisites: 253-254.

**253-254. EAR TRAINING II.** (1, 1) Fall, Spring.

Music reading, dictation, and analysis involving chromatic harmonies. Suggested corequisites: 251-252.

**255-256. MUSIC LITERATURE.** (2, 2) Fall, Spring.

Music literature of all principal periods. One class meeting and one supervised laboratory per week.

**258. ORCHESTRATION/CHORAL ARRANGING.** (2) Spring.

Scoring and arranging for orchestral ensembles; arranging for choral groups of two to five parts. Prerequisite: 251.

**330. INTRODUCTION TO CONDUCTING.** (1) Fall.

An introduction to the techniques of conducting for both instrumental and choral ensembles. Fee: \$11.50.

**331. CHORAL CONDUCTING.** (2) Spring.

Choral conducting techniques, rehearsal procedures, musical interpretation, repertory, program building, and voice classification. Emphasis on the problems of high school choruses. Prerequisites: 252 and 330.

**332. INSTRUMENTAL CONDUCTING.** (2) Spring.

Preparation for the conducting of the high school band. Includes baton technique and rehearsal procedures. Prerequisites: 252 and 330.



**333/533-334/534. MUSIC HISTORY.** (3, 3) Fall, Spring.

The development of western music from its beginning in the Greek and Jewish cultures to its manifestations in the present century.

**335. FORM ANALYSIS.** (3) Fall.

The structural principles of music are studied through analysis and listening.

**337-338. INSTRUMENTATION.** (1, 1) Fall, Spring.

Scoring and arranging for instrumental ensembles with emphasis on the concert band.

**367. COOPERATIVE EDUCATION.** (1-6) Offered on demand.

**403. ELEMENTARY MUSIC METHODS.** (3) Fall.

Techniques and materials for instruction planning for grades K-8, utilizing aspects of various teaching approaches, including Orff, Kodaly, Dalcroze, and eclectic; use of fretted instruments. Registration restricted to music majors. Fee: \$16.

**404/405. PIANO PEDAGOGY AND REPERTORY.** (3) Offered on sufficient demand.

Study of teaching techniques and survey of standard literature for the piano.

**405/505. STRING PEDAGOGY AND REPERTORY.** (3) Offered on sufficient demand.

Study of teaching techniques and survey of standard literature for strings.

**406/506. VOCAL PEDAGOGY AND REPERTORY.** (2) Fall.

Study of teaching techniques and survey of standard literature for the voice.

**407. COUNTERPOINT.** (3) Fall.

The contrapuntal procedures of the eighteenth and nineteenth centuries. Practical application in the writing of rounds, canons, and inventions.

**411. INSTRUMENTAL ADMINISTRATION AND ORGANIZATION.** (1) Fall.

Budgeting, repair, marching and concert band organization, school orchestra music, organizing parent groups, auditioning. For instrumental music education majors.

**450/650. INDEPENDENT STUDY.** (1-3) Offered on demand.

Independent study on selected topics in music. Prerequisite: Consent of the instructor and department chairman.

## APPLIED COURSES

Private instruction is offered in piano and voice, and in string, brass, woodwind, and percussion instruments. In private study, one 30-minute lesson per week plus one hour of practice per day (70 per semester) are recommended for 1 hour of credit. An hour lesson per week and 2 hours of practice per day (140 per semester) are recommended for 2 hours of credit. For private piano, 100 minutes of group instruction per week may be substituted for the 25 minute lesson.

Special fees are charged for all applied music courses. For each course, there is a private lesson fee. In addition, students who use departmental facilities to practice piano and voice must pay a piano rental fee commensurate with the number of applied hours being taken. The schedule of fees is listed under the special tuition and fees section of the catalog. (See Index.)

The normal number of lessons per week in any one performance area is one. Make-up lessons will be given for lessons which are missed by the teacher or by the student if the student's absence is excused.

In addition to regular lessons and practice periods all applied music students, regardless of major, will be required to attend departmental recitals held periodically throughout the year. Applied music students will also be required to perform on jury examinations at the close of each semester, unless they have performed a solo recital during that semester.

Course prefixes and names shall be assigned according to the type of private instruction being taken (BRS — Brass, PIA — Piano, VOI — Voice, WWND — Woodwind). Course numbers will be assigned according to the number of semesters during which credit has been earned in any given area. Students having completed four semesters in a given applied area should enroll in 301.

**PIA 100. CLASS PIANO.** (1) Fall, Spring.

Group instruction in the fundamentals of keyboard reading and playing skills.

**VOI 100. CLASS VOICE.** (1) Fall. Offered on sufficient demand in the spring.

A class for beginning voice students emphasizing vocal techniques, methods, and physiology. Students who pass Voice 100 should proceed to take Voice 101

101, 102, 201, 202, 301, 302, 401, 402 PRIVATE LESSONS. (1-2) Fall, Spring, Summer.

## DEPARTMENT OF PHYSICAL SCIENCE

### PROFESSORS:

James Donald England, Ph.D.

Chairman

James E. Mackey, Ph.D.

Lambert E. Murray, Ph.D.

Carroll W. Smith, Ph.D.

Edmond W. Wilson, Jr., Ph.D.

### ASSOCIATE PROFESSOR:

David Cole, Ph.D.

### ASSISTANT PROFESSOR:

Marsha McNutt, Ph.D.

### INSTRUCTOR:

Keith Schramm, M.S.

The Department of Physical Science is organized with the following objectives in view: to increase the general culture of all students; to prepare high school science teachers; to provide the basic training for preprofessional students of medicine, engineering, and other professional fields; and to prepare chemistry, biochemistry, and physics majors for graduate study or industrial work. The Bachelor of Science degree is awarded to chemistry, biochemistry and physics majors. A lab fee of \$30.00 (non-refundable) is required in each course that has a laboratory. The general science degree programs are outlined elsewhere in this catalog. (See Index.)

**BIOCHEMISTRY:** Major: 72 hours in chemistry, biology, mathematics, and physics, including Chem. 121, 122, 261, 315, 301, 302, 310, 324, 325, 326, 327, 411, 412; Biol. 259, 420; Physics 211, 212; Phy. Sci. 410; and Math. 171 (or 151, 152), 201, 251. Comp. 101 is recommended for students who have not developed computer literacy skills and Comp. 203 is required. Biol. 315, and Math. 301 are recommended. Premedical and pre dental students will need to take Biol. 261 and 263 prior to taking their respective admissions tests. A minor is not required.

**CHEMISTRY:** Major: 35 hours of chemistry, including 121, 122, 261, 301, 302, 310, 411, 412, and 6 additional upper-level hours. The following supporting courses or equivalents must be completed: Physics 211-212, Comp. 203, Math.



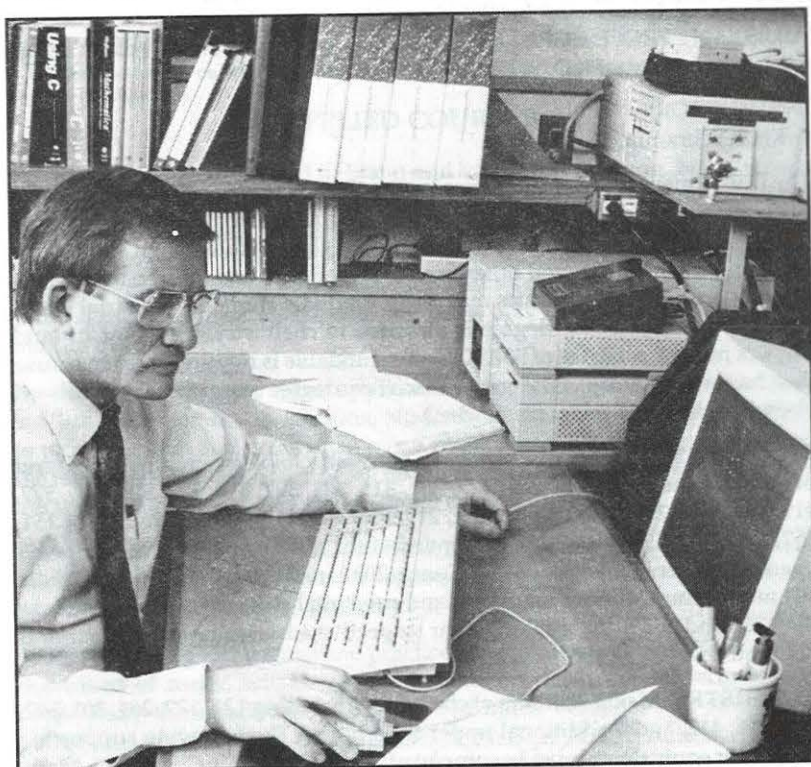
251, Phy. Sci. 410, and additional science, computing and/or mathematics to total 69 hours in this area. Comp. 101 is recommended before Comp. 203 for students who have not developed computer literacy skills. Participation in a departmental seminar, Chem. 310, with a passing grade is required of all junior and senior majors. Chem. 315, Math. 301, 351, and Physics 301 are recommended. A minor is not required.

**CHEMISTRY (with a minor in management):** Major: Requirements are same as Chemistry major except 32 hours of chemistry. Minor includes Econ. 201, Acct. 205, Mgt. 368, 354, and 6 hours elected from Bus. 315, Mkt. 330, Mgt. 332, Econ. 202, or one additional course in computing.

Minor: 18 hours of chemistry, including 6 upper-level hours.

**PHYSICS:** Major: 35 hours of physics, including 211, 212, 301, 310, 325, 350, 412, 425, 431, 444, and at least 1 hour of advanced laboratory. The following supporting courses or equivalents must be completed: Chem. 121, 122; Comp. 203; Math 351; Phy. Sci. 410; and additional natural science; computer science and/or mathematics to total 69 hours in this area. A double major in physics and mathematics or physics and computer science is highly recommended. A minor is not required.

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



**GENERAL SCIENCE:** The General Science major with emphasis in chemistry is for students who do not wish to major in chemistry but who wish to certify to teach chemistry at the secondary level. It is not recommended for students preparing either for graduate school or for admission to a health science professional school. Students desiring to certify must see those requirements listed by the School of Education in this catalog. Major (Bachelor of Arts): 66 hours in the biological and physical sciences, mathematics, and computing, including Biol. 121-122, 250, 259; Chem. 114-115 or 121-122; Physics 201-202 or 211-212; Math 171, 200; Phy. Sci. 111, 112, 113, 410; and Comp. 101 and 202 or 203. In addition, majors elect a minimum of 12 additional hours of chemistry, including 310.

#### CHEMISTRY

##### 114-115. GENERAL CHEMISTRY. (4, 4) Fall, Spring.

The fundamental principles and applications of Chemistry 114 includes basic inorganic concepts and 115 presents a survey of organic chemistry and applications to biological systems. Prerequisites: For freshmen, minimum scores of 14 on both the English and mathematics sections of the ACT. Credit in both 115 and 122 will not be granted. Prerequisite for 115 is 114. A grade of "C" or higher is recommended before advancing from 114 to 115.

##### 121-122. COLLEGE CHEMISTRY. (4, 4) Fall, Spring.

The theoretical and quantitative principles of inorganic chemistry including laboratory qualitative analysis. Prerequisites: One year of high school chemistry or 114 and Math. 151 or higher which may be taken concurrently. Credit in both 115 and 122 will not be granted. Prerequisite for 122 is 121. A grade of "C" or higher is recommended before advancing from 121 to 122.

##### 261. ANALYTICAL CHEMISTRY. (4) Fall.

The basic theories and techniques of qualitative and quantitative chemical separations and analyses emphasizing chemical equilibrium, gravimetric and volumetric analysis. Two class periods and six hours laboratory per week. Prerequisite: 115 or 122.

##### 271. ORGANIC CHEMISTRY PRINCIPLES. (4) Fall.

A one-semester study of organic chemistry. This course is designed for students of biology home economics, nursing, education, and preprofessional curricula requiring only four hours of organic chemistry. Approved by NAACLS for medical technology majors. Three class periods and four hours of laboratory per week. Prerequisite: 115 or 122. Credit is voided by earning credit in 301 and/or 302.

##### 301-302. ORGANIC CHEMISTRY. (4, 4) Fall, Spring.

An integrated approach to structure and mechanism in organic chemistry, including nomenclature, classification, synthesis, properties, and uses of the compounds of carbon. Three class periods and four hours laboratory per week. Prerequisite: 122. Prerequisite for 302 is 301. A grade of "C" or higher is recommended before advancing from 301 to 302.

##### 310. CHEMICAL COMMUNICATIONS. (1) Fall, Spring.

The sources of information in the field of chemistry, the use of chemical literature, and departmental seminar. Required of all junior and senior majors, but credit is earned only in the spring semester of the senior year.

##### 315. INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS. (4) Spring.

An introduction to electronics and operational amplifier circuitry followed by information on signal-to-noise ratios and signal conditioning. The origin and interpretation of ultraviolet-visible, and infrared spectrophotometry as well as instrumental considerations for these spectral regions. Theory and techniques of atomic absorption spectroscopy, gas chromatography, high performance liquid chromatography, the use of a spreadsheet, wordprocessing, and online computer literature search experience are included. Two class periods and two three-hour laboratories per week. Prerequisites: 261. Physics 201 or 211 is recommended.

##### 324. BIOCHEMISTRY I. (3) Spring.

The basic concepts of the chemistry and intermediary metabolism and carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones are considered of the special consideration being given to biochemical energetics and molecular biochemistry. Three class periods per week. Prerequisite: 271 or 301.



**325. BIOCHEMISTRY LABORATORY I. (1) Spring.**

A laboratory designed to study physiology and biochemistry at the cellular level. Prerequisite: Enrollment or credit in 324. Voids credit in Biol. 421/521.

**326. BIOCHEMISTRY II. (3) Fall.**

Continuation of 324 with added emphasis given to enzymology, protein and nucleic acid metabolism, and photosynthesis. Additional special topics in the field of biochemistry may be considered. Three class periods per week. Prerequisite: 324.

**327. BIOCHEMISTRY LABORATORY II. (1) Fall.**

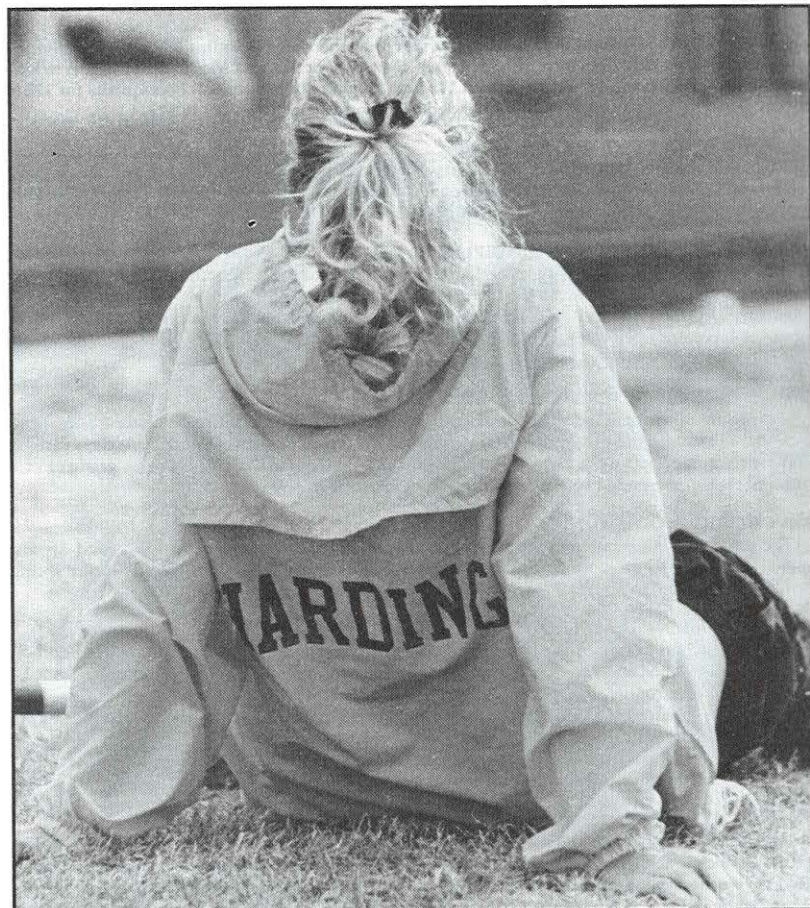
The laboratory exercises are designed to build upon the physical and bioorganic applications of biochemistry. Prerequisites: 261, 325 and enrollment in or credit in 326.

**350. MICROCOMPUTER INTERFACING. (3) Spring.**

An introduction to the techniques of microcomputer interfacing, analog to digital conversion, and computer electronics. Prerequisite: Consent of the instructor. Credit will not be granted for both Chemistry 351 and Physics 350.

**405/505. 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. Prerequisites: Junior standing and consent of faculty member who will advise. Fee: \$51.00.



**411/511-412/512. PHYSICAL CHEMISTRY. (4, 4) Fall, Spring.**

Fundamental principles of physical chemistry including states of matter, thermodynamics, equilibria, kinetics, electrochemistry, spectroscopy, and quantum mechanics. Three class periods and four hours laboratory per week. Prerequisites: 261 and 302, Physics 211-212 and Math. 251.

**PHYSICAL SCIENCE**

**111. EARTH SCIENCE SURVEY. (3) Fall, Spring.**

An introduction to the philosophy and methodology of science. Some basic concepts of earth science and the conservation of natural resources. Recommended for the General Education requirement for elementary education majors.

**112. INTRODUCTORY GEOLOGY. (3).**

An introduction to the philosophy and methodology of science. Emphasis on geological phenomena which shape earth's surface.

**113. ASTRONOMY AND SPACE SCIENCE. (3).**

An introduction to the philosophy and methodology of science. Emphasis on astronomical phenomena including direct observational experiences.

**115. ENERGY, POLLUTION, AND SOCIETY. (3).**

An introduction to the philosophy and methodology of science. A study of energy generation, distribution, utilization, and conservation in modern society.

**116. EVERYDAY PHYSICS AND CHEMISTRY. (3).**

An introduction to the philosophy and methodology of science. Recommended for the General Education requirement for elementary education majors. Credit will not be granted in Physical Science 116 provided the student also receives credit for any college level physics or chemistry course.

**367/357. COOPERATIVE EDUCATION. (1-6) Offered on demand.**

**410. THE CHRISTIAN VIEW OF SCIENCE AND SCRIPTURE. (2 or 3) Spring.**

Some of the topics considered are the Bible and science, presuppositions, logic, probability, scientific methods, origins, evolution, ethics, and the reasonableness of Christian faith. Open only to senior B.S. science and mathematics majors and to senior B.A. science and mathematics majors with the breadth and depth of scientific background needed for the course. Required of all B.S. science and mathematics majors and B.A. biology and general science majors.

**PHYSICS**

**201-202. GENERAL PHYSICS. (4, 4) Fall, Spring.**

Beginning physics course primarily for preprofessional programs. This may not be applied to a major or minor in physics without approval of the department chairman. Material normally covered will be mechanics thermodynamics, acoustics, optics, and electricity. Three hours lecture and three hours laboratory per week. Prerequisite: Math. 151, 152, or equivalent. Credit in both 201-202 and 211-212 will not be granted. Prerequisite for 202 is 201. A grade of "C" or higher is recommended before advancing from 201 to 202.

**211-212. ENGINEERING PHYSICS. (4, 4) Fall, Spring.**

Beginning physics course for physical science and mathematics majors and preengineers. This course is designed to provide a fundamental background for further studies in physics. Material normally covered will be mechanics, thermodynamics, acoustics, optics, and electricity. Three hours lecture and three hours laboratory per week. Prerequisite: Concurrent enrollment or credit in Math. 251 and a grade of "C" in Math. 201. Credit in both 201-202 and 211-212 will not be granted. Prerequisite for 212 is 211. A grade of "C" or higher is recommended before advancing from 211 to 212.

**301. MODERN PHYSICS. (4) Fall.**

Some of the important twentieth century advances in the field of physics selected from electromagnetic radiation, atomic structure, X-rays, spectroscopy, theory of relativity, the quantum theory, and nuclear physics. Three class periods per week and three hours laboratory per week. Prerequisites: 201-202 or 211-212 and Math. 251.



**305. ELECTRONICS.** (2) Offered on sufficient demand.

An introduction to the basic principles of digital and analog circuits. Students will study the functions of basic digital gates or operational amplifiers and learn how to interconnect these devices to make electronic devices. Some knowledge of Ohm's law and basic electricity is helpful but not required. Three to five hours laboratory per week. Prerequisite: Consent of the instructor.

**310. PHYSICS COMMUNICATIONS.** (1) Fall, Spring.

The sources of information in the field of physics, the use of physics literature, and departmental seminar. Required of all junior and senior majors, but credit is earned only in the spring semester of the senior year.

**311. OPTICS.** (3) Spring. Offered on sufficient demand.

A study of geometrical and physical optics, including a rigorous treatment of basic principles and the theory of certain optical instruments. Three class periods per week. Prerequisites: 201-202 or 211-212 and Math. 301. The latter may be taken concurrently.

**312. APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING.** (3) Fall.

A survey of various mathematical techniques employed in the study of physics. Topics covered will vary according to the background of the students. Normally included are Fourier series, complex analysis, calculus of variations, and integral transforms. Prerequisite: Math. 351.

**325. ANALYTICAL MECHANICS.** (3) Spring.

Kinematics of point masses and bodies with an introduction to vector analysis, stressing the use of mathematics in interpreting natural phenomena. Three class periods per week. Prerequisite: 211-212 and Math. 351. Physics 312 is strongly recommended.

**350/550. MICROCOMPUTER INTERFACING.** (3) Spring.

An introduction to the techniques of microcomputer interfacing, analog to digital conversion, and computer electronics. Prerequisite: Consent of the instructor. Credit will not be granted for both Physics 350 and Chemistry 351.

**380. INTERMEDIATE LABORATORY.** (1-2) Offered on demand.

Experiments related to intermediate courses in physics with emphasis on modern physics and optics. Normally the laboratory is taken concurrently with the respective intermediate course. Three hours of laboratory per week for each hour of credit. Prerequisites: 211-212 and enrollment or credit in some course beyond general physics, or consent of the instructor.

**412/512. ELECTROMAGNETIC THEORY.** (3) Spring.

This course consists of a full vector treatment of the subject of electrostatics and magnetostatics based on a rigorous development of Maxwell's equations from experimental laws. The electromagnetic wave equation is developed from Maxwell's equations and applied to simple systems.

**415/515. ADVANCED LABORATORY.** (1) Offered on demand.

Selected experimental problems of an advanced undergraduate level from various areas of physics. Not less than three laboratory hours per week. May be taken two times for credit. Prerequisite: Advanced standing in physics and approval of instructor.

**425/525. THERMODYNAMICS AND STATISTICAL MECHANICS.** (3) Spring. Alternate years; offered 1993-94.

A study of the thermal properties of matter including the first, second, and third laws of thermodynamics and their applications with an introduction to statistical mechanics. Three hours lecture per week. Prerequisite: 211-212 and Math. 301 or consent of the instructor.

**431/531. QUANTUM MECHANICS.** (3) Spring. Alternate years; offered 1992-93.

An introduction to the formulation of nonrelativistic quantum mechanics and its applications. Prerequisites: 301, Math. 351, or Chem. 412, or consent of the instructor.

**444/544. SELECTED TOPICS.** (3) Fall. Alternate years; offered 1993-94.

This course consists of a study of various advanced topics in physics selected by the instructor. Prerequisite: Consent of the instructor.

**450/650. INDEPENDENT STUDY.** (1-3) Offered on demand.

Directed readings and/or research for qualified senior/graduate physics majors. Prerequisite: Consent of the appropriate member of physics faculty.

## COLLEGE OF BIBLE AND RELIGION

DEAN: Carl G. Mitchell, Ph.D.

### PROFESSORS:

James R. Allen, M.R.E., Hh.D.  
Bill Flatt, Ed.D.  
Everett W. Huffard, Ph.D.  
Bill Lambert, Ed.D.  
Carl G. Mitchell, Ph.D.  
Lewis L. Moore, Ph.D.,  
Chair of M.F.T. Department  
Edward P. Myers, D.Min., Ph.D.  
L.V. Pfeifer, M.Div., M.Th.  
J. Paul Pollard, Ph.D.  
Neale Pryor, Th.D.  
Don Shackelford, Th.D.  
Van Tate, Ph.D.  
Duane Warden, Ph.D.  
Earl West, Ph.D.  
Flavil Yeakley, Ph.D.

### ASSOCIATE PROFESSORS:

Thomas C. Alexander, Ph.D., Associate Dean  
Eddie Cloer, D.Min.  
Tom Eddins, M.Th.  
Joe Dale Jones, M.A.  
Ken Miller, Ed.D.  
Kenneth V. Neller, Ph.D.  
Richard Oster, Ph.D.  
Will Ed Warren, M.A.R.

### ASSISTANT PROFESSORS:

Allen Black, Ph.D.  
Joe Brumfield, M.A., M.Th.  
Ross Cochran, M.Th.  
Monte Cox, B.A.  
John Fortner, M.Th., M.Phil.  
Adrian Hickmon, M.A., M.Ed.  
Vann Rackley, M.F.T.  
Dan Stockstill, M.Th.

### MISSIONARIES IN RESIDENCE:

Mark Berryman, M.A. (International)  
Nathan Jorgenson, B.A. (Domestic)

### ASSISTING FROM OTHER DEPARTMENTS: PROFESSOR:

Duane McCampbell, Ph.D.

### ASSISTANT PROFESSOR:

Paul Haynie, Ph.D.



The aims of the College of Bible and Religion fall naturally into two areas: (1) Those which apply to all students, (2) Those which apply more specifically to students who major in the Biblical area. Obviously, these two areas overlap at various points but are distinct at others.

This College seeks to equip each student with such a knowledge of the Bible that the student's life will be firmly founded upon a personal Christian faith; such faith must include a thorough integration between Biblical truth and life-experience regardless of the student's chosen field of study. In order to accomplish this goal, the College is committed:

- (1) To awaken and deepen each student's faith in God and the Bible as the revelation of His will.
- (2) To motivate each student to study the Bible and to provide the basic skills for sound interpretation.
- (3) To train and motivate students for service in the local church, for Christian living, and for communicating their faith to others.
- (4) To teach students to think clearly and deeply about life and the implications of the Christian faith so that they might formulate a well-rounded philosophy of life with clearly defined purposes, values, and goals.
- (5) To provide students multiple opportunities for meaningful experience in the development of Christian character while on campus.
- (6) To teach Greek, Hebrew and other skills necessary for primary Biblical exegesis.
- (7) To train students for service in various ministry settings including preaching, missions, religious education, youth ministry, teaching of the Bible in an academic setting, and vocational ministry.

Students who transfer from another college and who major in Bible are required to take at least 10 upper-level hours in Bible at Harding. Six of these must be in the Textual division and the remaining 4 hours distributed according to the recommendation of the Dean.

**Special minors in communication and psychology have been structured for Bible majors.** See Department of Communication and Department of Psychology for these minors.

### **HARDING GRADUATE SCHOOL OF BIBLE AND RELIGION**

The Harding Graduate School of Bible and Religion, located at 1000 Cherry Road at Park Avenue, Memphis, Tennessee 38117, confers the following degrees: Master of Arts and Religion (Track 1), Master of Arts and Religion (Track 2), Master of Divinity, and the Doctor of Ministry. Information about the program may be obtained upon request from the Graduate School.

Students within 8 hours of graduation may take 6 hours of Bible at the Searcy Campus which will transfer as graduate credit to the graduate school.

### **HARDING SCHOOL OF BIBLICAL STUDIES (HSBS)**

The School of Biblical Studies, a division of the College of Bible and Religion, is an accelerated and intensive program of university education for adults in Bible, ministry, and missions. Students accepted into this program range from

high school graduates to those holding graduate degrees. You may obtain information concerning this program by writing Dr. Bill Lambert, Director, Harding University School of Biblical Studies, 900 East Center Avenue, Box 839, Searcy, AR 72149-0001 or calling (501) 279-4290.

Graduates of Harding School of Biblical Studies who meet Harding's entrance requirements and who wish to earn a B.A. degree in Bible from the University may transfer up to 50 HSBS hours. The number of hours applied toward the B.A. degree will be determined by the dean of the College of Bible and Religion and will fulfill requirements for upper-level and residence hours.

### **TRANSFER FROM SCHOOLS OF PREACHING**

Graduates from two-year "Schools of Preaching" who enter Harding University may apply for up to 40 hours of credit in Bible, Greek, Hebrew, and Missions courses. The student will pay a \$10 fee for each course the committee accepts. After formally enrolling in Harding University and having his transcript sent to the Dean of the College of Bible and Religion, the student is to state in a letter his request to the Dean, who will then determine the validation process.

All students who transfer from such schools will be regulated by the following policy in pursuing a baccalaureate degree:

- (1) When a student transfers, the Dean of the College of Bible and Religion will direct the validation procedure and will send to the Registrar a list of the courses, with hours of credit earned, that he has approved by validation.
- (2) A course in which a "C" has been earned must be validated by earning at least a "C" on a test at Harding. Courses in which a "D" was earned cannot be validated.
- (3) Meet the 32-hour residence requirement at Harding.
- (4) Meet the requirement that 23 of the last 32 hours required for the degree must be completed at Harding EXCEPT a student who has already earned a degree from Harding must complete an additional 18 hours at Harding for a degree in Bible.
- (5) Take a minimum of 10 upper-level hours in Bible. Depending upon the number of hours transferred and/or validated, the student may be required to take many more hours in Bible, but the minimum will be 10 upper-level hours. The Dean of the College of Bible and Religion may stipulate the Bible courses the student is to take.
- (6) Complete all the graduation requirements of Harding for a B.A. degree in Bible.

### **ADMISSION TO MISSION/PREPARE PROGRAM**

MISSION/PREPARE is a program providing up to four years of training including an undergraduate major in missions; a continuing education program; MISSION/PREPARE internships; and a two-year apprentice experience, Harding Outreach Program of Evangelism (HOPE). Any regularly enrolled student may participate in these activities.



- (1) Satisfy all admission requirements to the University.
- (2) File a declaration of intent to enter the program and a biographical information blank in the office of the College of Bible and Religion.
- (3) File a formal application for admission to the program in the office of the College of Bible and Religion. This application should be filed during the second semester of the student's freshman year or before the ninth week of any semester following. Transfer students may make formal application for admission to the MISSION/PREPARE Program if they have completed 27 or more semester hours of work and if they have fewer than 90 semester hours of work. Other transfer students may be considered for admission by consent of the Dean.
- (4) Satisfactorily complete the taking of psychological tests as required by the College of Bible and Religion and the Counseling Office.
- (5) Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation, conferences with University personnel acquainted with the student, and special interviews with the student may be used to make evaluations in these areas.
- (6) Not be on academic probation at the time of making application.

Non-Missions majors may enter the program with a favorable recommendation of the chairman of their major academic area and/or recommendation of at least two faculty members with whom they have had courses.

Students who are admitted to the MISSION/PREPARE Internship Program will spend a minimum of two months before their senior year doing internship training at faculty-approved places. Academic credit will be given for approved field work. Students will also be guided in raising all funds for travel and living while doing internship work. The student is responsible for this expense. Scholarships for the regular school term may be granted upon the basis of need and available funds. Students admitted to the MISSION/PREPARE Internship Program may make application for scholarships to the College of Bible and Religion. The student is required to make a written report to the appropriate faculty advisor upon completion of an internship abroad. Scholarships for academic credit in approved field work will be granted only upon successful completion of this requirement.

Special projects of the MISSION/PREPARE Program also include a Missions Research Center and coordination of field survey trips, evangelistic campaigns, and HOPE.

### HOPE

Students interested in Harding Outreach Program of Evangelism may write to the Director of Mission Prepare, Harding University, 900 E. Center St., Searcy, Arkansas 72149-0001.

## TIMOTHY CLUB

The Timothy Club is sponsored by the College of Bible and Religion. Regular attendance at Timothy Club meetings is required of all Bible and Bible-related majors.

### TENTMAKERS

This club is composed of men and women who plan to dedicate themselves to various activities and ministries of the church as self-supporting workers. Most of the members are enrolled with a primary major which will lead to gainful employment, and with a second major in vocational ministry which will equip them for their active service in the church. On campus, these students dedicate themselves to good works, and to an ongoing study of how they will be able to develop their own personal mission for Christ after graduation.

### BACHELOR OF ARTS DEGREE

**BIBLE AND RELIGION:** Major: Minimum of 56 hours (maximum of 68), including 24 hours of upper-level work. 16 hours must be from the Textual Division including 101, 112, 402, 410, and 3 additional courses chosen from 303, 305, 312, 314, 317, or Gk. 374, (including at least one from each division). New Testament options may also be fulfilled by Gk. 272, Gk. 370, Gk. 371, Gk. 372, Gk. 373, Gk. 374, or Gk. 376. 11 hours are required in Ministry including 321, 325, 326 or 324, 420, and at least 1 hour of field work (327, 337, or 387). 4 hours must be taken in Religious Education including 234, and 330. 4 hours are required in History including 341 and 340 or 344. Included as well are 4 hours in the Doctrinal field, with 252 and 353 required. 4 hours of Research are required including 260 and 2 hours from the 361-367 series. Missions 280 must be taken for a minimum of 2 hours. In addition, 11 hours of Greek are required including 171, 172, and 271. Courses designated as "M" courses are designed for majors although not limited to majors. Majors are required to complete at least 12 hours of "M" classes. As this is a broad area major, a minor is not required.

**BIBLE AND RELIGION (for women only):** Major: Minimum of 58 hours (maximum of 70 hours), including 24 hours of upper-level work; at least 16 hours from the Textual Division including 101, 112, and 3 courses from 303, 305, 312, 314, or 317; 6 hours from Religious Education including 234, 330, and either 331 or 332; 4 hours from the Historical Division including 341 and either 340 or 344; 4 hours from the Doctrinal Division including 252, and 353; 3 hours from the Research Division including 260 and 1 hour from the 361-367 series; and 14 hours from the Missions/Ministry Divisions including 280, 386, 321, 337 or 387 (for at least 1 hour), 329, and 421. Com M 323 may be included in meeting this requirement. 11 hours of Greek including 171, 172, and 271.\* A total of 12 hours of M (majors) classes must be completed. As this is a broad area major, a minor is not required.

**BIBLICAL LANGUAGES:** Major: Minimum of 49 hours (maximum of 61 hours), including 34 hours of Greek and Hebrew with a minimum of 8 hours of Hebrew, 2 hours of Greek 471, and 16 additional upper-level hours in one or both languages; 6 hours of credit must be earned in classes designated as



Bible major only. In addition, Bible 260, 325, 337, 343, 402, 410 and Missions 280 are required. As this is a broad area major, a minor is not required.

**GREEK:** Minor: 18 hours of Greek, including 6 hours of upper level credit.

**MISSIONS:** Major: Minimum of 57 hours (maximum of 69 hours), including 24 hours of upper-level work; at least 14 hours from the Textual Division including 101, and 112, 6 hours of which must be upper level; 15 hours from the Missions Division totaling at least 6 courses including 280 and 386; 6 hours from the Ministry/Religious Education Divisions including 234, 321, 325 (or an appropriate substitute for women); 4 hours from the Historical Division including 341 and 345; 4 hours from the Doctrinal Division, including 252; and 3 hours from the Research Division including 260 and 1 hour of Research/Field Work. 11 hours of Greek including 171, 172, and 271. As this is a broad area major, a minor is not required. A total of 12 hours of M (majors) classes must be completed.

**RELIGIOUS EDUCATION:** Major: Minimum of 53 hours (maximum of 65 hours), including 24 hours of upper-level work; at least 12 hours from the Textual Division including 101, 112, 211, 213, or 215; 9 hours from the Religious Education Division including 234, 330, 337, and 2 classes selected from 331, 332, or 335; 6 hours from the Ministry Division including 321 and 324; 4 hours from the Historical Division; 4 hours from the Doctrinal Division including 252; 3 hours from the Research Division including 260 and 1 hour of Research/Field Work; and 4 hours from the Missions Division including 280. 11 hours of Greek including 171, 172, and 271.\* A total of 12 hours of M (majors) classes must be completed. A minor is not required.

**YOUTH MINISTRY:** Major: Minimum of 54 hours (maximum of 66 hours), including 24 hours of upper-level work; at least 14 hours from the Textual Division, 6 hours of which must be upper-level; 15 hours from the Ministry/Religious Education Divisions including 321, 325 (or an appropriate substitute for women), 332, 333, 334, (for at least 1 hour), and 337 (for at least 1 hour); 2 hours from the Historical Division (345 is recommended); 252 from the Doctrinal Division; 260 from the Research Division; 280 from the Missions Division; plus 201 and 240 from the Psychology Department. 11 hours of Greek including 171, 172, and 271.\* A total of 12 hours of M (majors) classes must be completed. A minor is not required.

\*In unusual cases, by consent of the Dean, Hebrew may be substituted or an alternate procedure may be arranged.

**VOCATIONAL MINISTRY (may be taken only as a second major):** Major: Minimum of 33 hours (Maximum of 45 hours), including 16 hours of upper-level work; at least 10 hours from the Textual Division, 3 hours from the Historical Division; 10 hours from the Ministry and/or Religious Education Division; 3 hours from the Missions Division; and Bible 252 (3 hours), 260, and 411. A primary major is required.

**BIBLE AND RELIGION:** Minor: 18 hours, 6 of which must be upper-level, with a minimum of 10 hours in the Textual Division and at least 2 hours from the Ministry or Religious Education Division and the Historical or Doctrinal Division.

**YOUTH MINISTRY (for non-Bible majors):** Minor: 18 hours, 6 of which must be upper-level with a minimum of 8 hours from the Textual Division and 6 hours from the Ministry and/or Religious Education Division, including 332 and 333.

**BIBLICAL LANGUAGES:** Minor: 22 hours of Greek and Hebrew, including Greek 171-172, Hebrew 176-177, and 6 hours of upper-level credit.

**MISSIONS:** Minor: 18 hours, 6 of which must be upper-level. At least 8 hours from the Textual Division; 7 hours from the Missions Division including 386; and 345 from the Historical Division for 3 hours.

## GRADUATE DEGREES

**MASTER OF ARTS DEGREE:** The Master of Arts degree is a practitioner degree in ministry emphasizing Biblical studies. It is a practical rather than a research-oriented degree designed especially for workers in Christian service who can spend two years in graduate training. Although not limited to this category, this M.A. degree is especially indicated for persons presently involved in some relationship to a local church which then serves as a "living laboratory" for development and application of learning. This M.A. degree is of course beneficial as a springboard to further graduate study.

For regular admission an undergraduate degree is required from an institution accredited by the appropriate regional association, including 24 semester hours in Bible and related subjects with a minimum G.P.A. of 2.70. In addition, applicants must have completed at least one year of Greek with a minimum grade of "C." Students with a G.P.A. below 2.70 may be admitted on probation and will proceed to regular status after 9 semester hours of satisfactory work. Students lacking prerequisite courses will be required to do leveling work.

Thirty-six hours of graduate study are required for the M.A. degree, including a research project, a copy of which will remain in the University library. Classes will be scheduled in such a manner that they will interfere as little as possible with day-time work responsibilities. Two courses will be offered in pyramid fashion on Tuesday evenings (3:00 to 9:45 P.M.). The third course will be principally a directed study necessitating only five pre-arranged meetings on campus during the semester.

**MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY:** The Master of Science Degree in Marriage and Family Therapy (M.F.T.) consists of 60 semester hours course work and includes a minimum of 500 hours of clinical practice, most of which will involve couples or families. One hundred of these hours will be under the direct supervision of supervisors approved by the American Association of Marriage and Family Therapy (AAMFT). The curriculum meets the standards of AAMFT, and features systems theory.

The purpose of this degree is to prepare students with the professional competency to minister to families or to individuals through counseling, whether this be in a specific ministry of a local church, or as a licensed professional.



Persons admitted to this program must hold a bachelor's degree from an accredited college or university with an overall undergraduate grade point average of at least 2.75. Applicants with a less than 2.75 G.P.A. may be considered for admission on the basis of relevant work experience. A minimum of 900 is required on the Graduate Record Examination (General Aptitude) in combined verbal and quantitative scores.

It is recommended that applicants to the M.F.T. program have completed a major in one of the behavioral sciences (psychology, sociology or a closely related field). Background course work in learning theory, personality theory, behavior pathology, measurement, human development and family relations is recommended. At least six semester hours of work in the behavioral sciences is required. Students who are deficient in these requirements may be asked to do leveling work.

#### TEXTUAL DIVISION

This curriculum division develops the student's understanding of the text of the Bible and its application to life situations.

##### Old Testament

##### 100. INTRODUCTION TO THE BIBLE. (2) Fall.

A beginning course for students with little or no background in the Bible. A study of lands, characters, words, and books of the Bible to prepare the student to take Bible 101 and 112. Meets daily. Designed primarily for international students; others by approval of the Dean.

##### 101. THE OLD TESTAMENT. (2) Spring.

A brief historical study of the Old Testament; selected books and passages are given special attention in order to learn the message of the Old Testament for its day and for today.

##### 303/503. JEWISH HISTORY: PENTATEUCH. (2 or 3) Fall.

History of the Jewish people from the beginning to the founding of the nation and their contribution to later civilization.

##### 304/504. JEWISH HISTORY: JOSHUA THROUGH ESTHER. (2 or 3) Spring.

History of the Jewish people from Joshua through Esther.

##### 305/505. EIGHTH CENTURY PROPHETS. (2 or 3) Fall.

A study of the writings of Amos, Hosea, Joel, Jonah, Micah, and Isaiah, with their social, religious, and historical settings and the importance of their message to that period and to present times.

##### 307/507. PROPHETS: JEREMIAH THROUGH MALACHI. (2 or 3) Spring.

A study of the writings of Jeremiah, Ezekiel, Obadiah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi, with their social, religious, and historical settings and the importance of their message to that period and to present times.

##### 308/508. HEBREW POETRY AND WISDOM LITERATURE. (2 or 3) Fall. Alternate years; offered 1991-92.

The Psalms, Proverbs, Song of Songs, Lamentations, Ecclesiastes and Job in the light of their historical backgrounds, especially the poetic and wisdom literature of the ancient Near East; their message for their day and for today.

##### 402/502. INTRODUCTION TO THE OLD TESTAMENT. (3) Fall.

A study of the historical background of the Old Testament; canon and text; the history of interpretation; introduction to the major divisions and the individual books of the Old Testament. Designed for Bible majors; others may enroll.

##### New Testament.

##### 112. THE NEW TESTAMENT. (2) Fall.

A historical study of the beginnings of Christianity from the birth of the Christ to the close of the first century. Selected passages from the gospels, Acts and the epistles are studied to present Christ, His mission, His message, and His church as revealed in the New Testament.

##### 211. THE LIFE OF CHRIST. (2) Fall, Spring.

A study of the life of Christ as revealed in the synoptic gospels — Matthew, Mark, and Luke.

##### 213. ACTS OF APOSTLES. (2) Fall, Spring.

Historical backgrounds, introduction, the founding and expansion of the early church, government, worship, work, and destiny of the churches presented in the text of Acts and related scriptures.

##### 215. CONTEMPORARY ISSUES IN CHRISTIAN ETHICS AND DOCTRINE. (2) Fall, Spring.

The course is designed to consider questions and problems today's college students are asking about God, the church, Christian doctrines, ethics, and morals. The students study what the Bible says on contemporary issues and formulate personal conclusions and convictions on the basis of biblical truth.

##### 310/510. I CORINTHIANS. (2 or 3) Fall.

Historical backgrounds; introduction, the founding and comparison of the early church, problems and their solutions in the Corinthian church; study of the text of First Corinthians.

##### 311/511. II CORINTHIANS. (2 or 3) Spring.

Historical backgrounds; introduction, the founding and expanding of the early church, problems and their solutions in the Corinthian church; study of the text of Second Corinthians.

##### 312/512. ROMANS. (2 or 3) Fall.

Introduction to the book and exegesis of the text.

##### 314/514. SELECTED LETTERS. (2 or 3) Spring.

First and Second Thessalonians, Galatians, First and Second Timothy, Titus; historical setting; introduction to each book with its individual features; common relations in setting, thought, and life; content; exposition of selected passages.

##### 315/515. PRISON LETTERS. (2 or 3) Fall.

Philippians, Ephesians, Colossians, Philemon; historical setting and introduction to each book with its individual features; common relations in setting, thought, and life; content; exposition of selected passages.

##### 316/516. GENERAL LETTERS. (2 or 3) Fall.

Epistles of James, Peter, John, and Jude; historical setting and introduction to each book with its individual features; common relations in setting, thought, and life; content; exposition of selected passages.

##### 317/517. GOSPEL OF JOHN. (2 or 3) Fall, Spring.

An in-depth study of the gospel of John. Special attention will be given to an introduction, critical problems, and content of the book.

##### 318/518 HEBREWS. (2 or 3) Spring.

Introduction to the book and exegesis of the text.

##### 319/519. DANIEL AND REVELATION. (2 or 3) Fall.

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

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

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.

##### 411. HOW TO STUDY THE GREEK-ENGLISH NEW TESTAMENT. (2 or 3)

This course is designed to help the students develop knowledge and skills that will enable them to use Greek in their study of the English Bible. Emphasis is on a process for direct and independent Bible study. This course is required of all Vocational Ministry majors. It does not fulfill the language requirement for other Bible majors, nor does it count toward either a major or a minor in Biblical languages.

#### MINISTRY DIVISION

This division focuses upon the development of skills which prepare the student for service in a broad array of practical ministry settings. A second major is available in this area for the non-Bible major.

##### 320. HYMNOLOGY. (2 or 3) Spring. Alternate years; offered 1991-92.

An examination of the Biblical basis for singing in the church and a study of church songs from the earliest times to the present; a study of types of songs appropriate to today's church.



**321. CHRISTIAN COUNSELING.** (2 or 3) Spring.

A study of counseling needs in the church, identifying spiritual problems and their relationship to the scriptures by using a Biblical approach to counseling. A study of various counseling settings located in church settings.

**322. CHRISTIAN LEADERSHIP.** (2 or 3) Spring. Alternate years; offered 1990-91.

This course is designed for anyone who is interested in leadership in the local church. This course seeks to prepare men to serve as elders, preachers, deacons, and for any other leadership function as it relates to the local church. A careful study is made of the Biblical principles of Christian leadership. Instruction will be given on how to perform weddings, conduct funerals, minister to the sick and the dying, and other leadership functions.

**323. CHRISTIAN WORSHIP.** (2 or 3) Spring.

A study of how to insure spiritual experiences for the individual, the family, and the local church in worship. Special attention is given to the meaning and medium of worship, the relationship of worship to daily living, and improving leadership in worship, thereby enabling the worshipper to experience a meaningful response to God in a vital spiritual relationship.

**324. PERSONAL EVANGELISM.** (2 or 3) Fall, Spring.

A study of how to reach man with the gospel of Christ. Special attention is given to the evangelism of Jesus and of the early church. Consideration is given to the needs of man and how the gospel of Christ meets those needs. Primarily this is a course in the principles of personal evangelism.

**325. PREACHING.** (2 or 3) Spring.

Materials, methods of preparation, and sermon construction according to the types of sermons. Special attention to practical application by class presentation and evaluation. For Bible majors; however, others are encouraged to enroll.

**326. EXPOSITORY PREACHING.** (2) Spring.

The development of the student's study skills in the preparation of expository sermons. Prerequisite: Greek 171-172. May be repeated.

**327. FIELD WORK.** (1-3) Offered on demand.

Field work in preaching will be done under the supervision of a faculty member or one approved by the Dean. Before the field work experience begins, a written proposal must be submitted to the Dean for approval. May be repeated to total no more than 6 hours.

**328/528. ADVANCED PREACHING.** (2) Fall, Spring. Alternate years; offered 1990-91.

Designed to strengthen preaching techniques. Various types of sermons will be presented by students. Additional study of contemporary preaching and audience response will be studied. Persuasive preaching is stressed. Prerequisite: 325.

**329. RELIGIOUS SPEAKING FOR WOMEN.** (2 or 3) Spring.

Various types of speaking situations unique to women in a religious setting will be explored. Special emphasis will be given to the practical aspects of content and delivery.

**420. INTRODUCTION TO THE CHRISTIAN MINISTRY.** (3) Fall.

An introduction to the special work of the preacher in relationship to both God and man. Proper attitudes toward the scriptures and their application to the needs of people; the preacher's relationship to the elders, and other special groups in the congregation.

**421. INTRODUCTION TO WOMEN'S MINISTRIES.** (2 or 3) Fall.

An introduction to the Biblical role of women in relationship to God and to the work of the Church in the world. Special emphasis is given to areas of service, to interrelationships with other Church personnel, and to the task of the Church as set forth in Scripture.

**RELIGIOUS EDUCATION DIVISION**

This division focuses upon the development of skills and information needed in the ministry.

**234. THE CHRISTIAN HOME.** (2) Fall, Spring.

The Christian approach to selecting a marriage partner and living with that partner in permanent monogamy. A study of the Biblical principles bearing upon intra-family relationships. The family as an instrument of Christian service.

**330. INTRODUCTION TO CHRISTIAN EDUCATION.** (2 or 3) Fall. Alternate years; offered 1991-92.

Carrying out the mission of the church through involving members in Bible classes, curriculum, V.B.S., as well as studying leadership principles, promotion ideas, training teachers, helping members find their ministry in the local church.

**331. TEACHING CHILDREN.** (2 or 3) Spring.

A course designed to train parents and Bible school teachers toward proper Christian nurture of children.

**332. TEACHING YOUNG PEOPLE.** (2 or 3) Fall.

The young people and their religious needs with a special emphasis on the methods and materials available to church school teachers.

**333/533. YOUTH MINISTRY.** (2 or 3) Fall, Spring.

A study of youth programs, youth ministry, with a special emphasis on the role of the youth.

**334. YOUTH SEMINAR.** (1) Fall, Spring.

Special seminars available to the students. Will be taught by youth ministers presently working in the field. May be taken up to 4 times for credit.

**335. TEACHING ADULTS.** (2 or 3) Fall. Alternate years; offered 1990-91.

A study of the needs of adults and families with special attention given to programs and curriculum designed to meet those needs.

**337. FIELD WORK.** (1-3) Offered on demand.

Field work in a local church setting under the supervision of a faculty member. Before the field work experience begins, a written proposal must be submitted to the Dean for approval. This course may be repeated to total no more than 6 hours.

**433/633. ADVANCED YOUTH MINISTRY.** (3) Spring. (Alternate years from 1993.)

A concentrated study of the youth minister and the work of youth ministry. Special attention will be given to multiple staff relationships, finance/budget, personal preparation, and other matters specific to the vocation of youth ministry. Designed for youth ministry majors; others may enroll. B333 prerequisite.

**HISTORICAL DIVISION**

This area of the curriculum is designed to help the student understand the diverse religious beliefs and practices of modern Christendom through a study of the historical roots of Christianity.

**340. SURVEY OF CHURCH HISTORY.** (2 or 3) Fall.

A survey of the history of the church from the close of the apostolic age to the present.

**341/541. HISTORY OF THE RESTORATION MOVEMENT.** (2 or 3) Spring. Alternate years; offered 1990-91.

A study of the restoration movement and of men and events which shaped this movement in American history.

**342/542. BIBLICAL WORLD AND ARCHAEOLOGY.** (2 or 3) Fall. Alternate years; offered 1991-92.

A historical and religious survey of world conditions in Biblical times with special attention to the social and religious condition in Palestine.

**343/543. HISTORY OF THE ENGLISH BIBLE.** (2 or 3) Fall.

A study of the literary production and transmission of the Bible with special attention to manuscripts, texts, and translations. A historical account of how the Bible has come to the English-speaking world.

**344/544. HISTORY OF CHRISTIAN THOUGHT.** (2 or 3) Spring. Alternate years; offered 1990-91.

The development of Christian thought from the subapostolic age to the present. Special attention will be given to outstanding leaders and major doctrines. Designed for Bible majors; others may enroll.

**345. LIVING WORLD RELIGIONS.** (2 or 3) Fall. Alternate years; offered 1991-92.

The history and basic teachings of Zoroastrianism, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, Judaism and Islam.



## DOCTRINAL DIVISION

This division focuses on the theological ideas of Christendom.

### 252/552. PRINCIPLES OF BIBLICAL INTERPRETATION. (2 or 3) Fall, Spring.

How to study the Bible using principles of interpretation derived from the scriptures, the nature of language and the process of thought, a brief survey of interpretation.

### 351. THE NEW TESTAMENT CHURCH. (2 or 3) Spring.

The nature, objectives, government, and work of the church in the first century.

### 353. GREAT THEMES OF THE BIBLE. (2 or 3) Spring.

A textual approach to the Bible doctrine of revelation, God, Christ, the Holy Spirit, man, the church, and eschatology.

### 354/554. CONTEMPORARY CHRISTIAN ETHICS. (2 or 3) Spring. (Offered only on Monday evenings.)

The teacher will apply the scriptures to some current moral issues to help the student gain some Biblical insights to moral problems. For nurses and masters degree students; others must have consent of the Dean.

### 355/555. EVIDENCE OF CHRISTIANITY. (2 or 3) Fall.

A study of the philosophical foundations of the Christian religion; arguments for and against the existence of God, the inspiration of the Scripture, and the deity of Christ.

### 356. THE CHRISTIAN IN THE 20TH CENTURY. (2 or 3) Fall, Spring.

A study of the current trends in modern Protestant and Catholic thought; the question of authority in religion; the origin, growth, beliefs, and characteristics of the modern cult movements; a brief study of modern social, ethical, and philosophical trends.

## RESEARCH DIVISION

This curriculum division focuses on basic research techniques. These courses do not satisfy the institutional requirement for a Bible class. A maximum of four (4) hours credit may be earned in the Research Division. However, when the content is varied, a course may be repeated until four (4) hours of credit have been achieved.

### 164. RESEARCH IN THE RESTORATION MOVEMENT. (1) Offered on demand.

The student will be guided by the teacher through various historical sites involved in restorational studies. Prerequisite: consent of the Dean.

### 260. ORIENTATION TO RELIGIOUS STUDIES. (2) Fall.

An introduction to the Bible program, uses of a Bible major, and facilities for library research in Bible and Religion. (Required Sophomore year for Bible majors.)

### 361. RESEARCH IN TEXTUAL STUDIES. (1-4) Offered on demand.

Individual study for the qualified student in the Textual Division. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean.

### 362. RESEARCH IN RELIGIOUS EDUCATION. (1-4) Offered on demand.

Individual study for the qualified student in the Religious Education Division. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean.

### 363. RESEARCH IN MINISTRY. (1-4) Offered on demand.

Individual study for the qualified student in the Ministry Division. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean.

### 364. RESEARCH IN THE HISTORICAL DIVISION. (1-4) Offered on demand.

Individual study for the qualified student in the Historical Division. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean, appropriate fee.

### 365. RESEARCH IN DOCTRINAL DIVISION. (1-4) Offered on demand.

Individual study for the qualified student in the Doctrinal Division. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean.

### 366. RESEARCH IN BIBLICAL LANGUAGES. (1-4) Offered on demand.

Individual study for the qualified student in the Greek/Hebrew language. Prerequisite: Junior standing, minimum 3.00 G.P.A., consent of Dean.

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## 367. RESEARCH IN THE MISSIONS DIVISION. (1-4) Offered on demand.

Selected research and/or readings for a qualified advanced undergraduate student who is majoring or minoring in Missions. The research will be under the direction of the Director of Mission/Prepare and with the approval of Dean. Prerequisite: Junior standing with a minimum 3.00 G.P.A.

## BIBLICAL LANGUAGE DIVISION

This division develops a functional knowledge of the languages of the Old and New Testaments.

### Hebrew

### 176-177. ELEMENTARY HEBREW. (4, 4) Fall, Spring. Alternate years; offered 1991-92.

Elementary and essential principles of the Hebrew language and grammar, attention to vocabulary with special emphasis on the verb, exercises in reading and writing. Five class periods per week.

### 275. INTERMEDIATE HEBREW READINGS. (3) Fall. Offered on sufficient demand.

Readings in the Hebrew Bible, with special attention to vocabulary building. An introduction to textual criticism. Prerequisite: 177.

### Greek

### 171-172. ELEMENTARY GREEK. (4, 4) Fall, Spring.

Grammar and syntax of the Greek of the New Testament with emphasis on learning the basic inflections and vocabulary. Five class periods per week.

### 271. THE GOSPEL OF JOHN. (3) Fall.

Reading the Greek text, further study of grammar, attention to vocabulary, exegesis of selected passages. Prerequisites: 171-172.

### 272. FIRST CORINTHIANS. (3) Spring.

Translation of the Greek text, more intensive study of grammar, attention to the linguistic style of the author, exegesis of selected passages. Prerequisites: 172 and 271 or consent of Dean.

### 370. ROMANS. (3) Fall. Alternate years; offered 1991-92.

Translation of the Greek text, more extensive study of grammar — moods, tenses, particles, style, exegesis of selected passages. Prerequisite: 271 and 272 or consent of Dean.

### 371. ACTS OF APOSTLES. (3) Spring. Alternate years; offered 1991-92.

Reading selected passages from the Greek text, study of grammatical structure and style, exegesis of selected passages. Prerequisites: 271, 272 and 370 or consent of Dean.

### 372. PASTORAL EPISTLES. (2) Fall. Alternate years; offered 1991-92.

Reading and exegesis of the Greek text of I and II Timothy and Titus with emphasis on grammar and syntax. Prerequisites: 271 and 272 or consent of Dean.

### 373. JAMES, I AND II PETER, AND JUDE. (2) Fall. Alternate years; offered 1991-92.

Translation of the Greek text, analytical and comparative study of grammatical construction and style, exegesis of selected passages. Prerequisites: 271 or 272 or consent of Dean.

### 374. INTERMEDIATE GREEK READINGS. (3) Fall, 1992.

Selected readings from portions of the Greek New Testament not covered in other courses with attention to grammar and exegesis. Course content and approach varied according to needs of students and discretion of instructor. May be taken more than once for credit. Prerequisites: 271 and consent of Dean.

### 375. READINGS IN THE SEPTUAGINT. (3) Spring. Alternates with 376; offered 1992-93.

Translation of selected portions of the Greek text with attention to the underlying Hebrew and to the Greek style and its significance for the New Testament. Prerequisites: 271 and 272 or consent of Dean.

### 376. HEBREWS. (3) Spring. Alternates with 375; offered 1991-92.

Reading of the Greek text with concordial, contextual, lexical, grammatical, and historical study of selected words, terms, and phrases particularly characteristic of Hebrews. Prerequisites: 271 and 272 or consent of Dean.



**471. INDEPENDENT STUDY.** (1-4) Offered on demand.

Directed study or research with primary emphasis on meeting the needs of the individual student. Readings in Greek and Roman history and the development of Hellenistic culture. Prerequisites: 370, 371 or consent of Dean.

**MISSIONS DIVISION**

This division is designed to develop a worldwide mission concept and to train students to be more effective workers in other cultures through principles of practical anthropology and crosscultural communications.

**280. THE WORLD CHRISTIAN.** (2 or 3) Fall.

A broad vision of Christianity in the whole world and the wide variety of service opportunities available to both full-time and self-supported workers with worldwide perspective.

**381. MISSIONARY MESSAGE OF THE BIBLE.** (2 or 3) Fall. Alternate years; offered 1991-92.

An examination of the basic Biblical concepts which provide a foundation for missions. The development of a philosophy of Christian missions.

**382. HISTORY OF MISSIONS.** (2 or 3) Spring.

A survey of mission work from the second century to the present with special study of the work accomplished by the churches of Christ.

**383. MISSIONARY PREPARATION.** (2 or 3) Fall.

Motives for mission work. Examination of the field or relationship necessitating personal adjustment by the missionary. Relationship between the missionary and the church.

**384. PRINCIPLES OF CHURCH GROWTH.** (2-3) Fall.

A study of church growth concepts in the New Testament with special emphasis given to recent studies in the church growth movement.

**385. SEMINAR IN WORLD MISSIONS.** (2-3) Spring.

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. This course may be taken more than once, with consent of the Dean.

**386. MISSIONARY ANTHROPOLOGY.** (2 or 3) Fall.

An introduction to cultural anthropology with a view to understanding one's own and others' cultures. Designed to help Christian workers who cross cultural lines at home and abroad.

**387. FIELD WORK.** (1-3) Offered on demand.

Field work will be done under the supervision of the faculty or one approved by the faculty in a mission field at home or abroad. Before the field work experience begins, a written proposal must be submitted to the Dean for approval.

**388. COMMUNICATIONS IN MISSIONS.** (2 or 3) Spring. Alternate years; offered 1991-92.

A study of the theory of communication, of problems of crosscultural communications and of special relationships necessary for effective communications. Survey of types of communications effective on the mission field.

**389. HEALTH CARE MISSIONS.** (2 or 3)

A team-taught course with the School of Nursing designed to acquaint students with the delivery of health care in areas of need. Classroom discussions include combining health care and evangelistic mission efforts to adapting modern health care modalities with existing resources. Nursing majors must have Level I or II standing.

**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. Alternates with 253; offered on sufficient demand.

A philosophical approach to the study of religion with an emphasis on methods and problems. Special attention is given to the Christian religion in the light of philosophic thought.

**253. ETHICS.** (3) Spring. Alternates with 252; offered on sufficient demand.

A study of principles and methods used in evaluating human conduct. An emphasis on the origin and development of the major views of the good life. Application of Christian ethics to modern problems.

**CURRICULUM FOR THE MASTER OF ARTS DEGREE**

**MA500. ADVANCED INTRODUCTION TO THE OLD TESTAMENT.** (3) Spring.

How to study the Old Testament; historical backgrounds; nature of the Old Testament; canon, text and versions; introduction to the books of the Old Testament by groups and individually; their message for their day and for today.

**MA509. HEBREW LANGUAGE AND TOOLS.** (3) Spring.

An elementary course designed to familiarize the student with basic vocabulary, paradigms, and syntax of Biblical Hebrew. The student will also be introduced to the most important scholarly commentaries, dictionaries and reference tools for proper interpretation of the Hebrew Scriptures.

**MA520. ADVANCED INTRODUCTION TO THE NEW TESTAMENT.** (3) Fall.

Historical backgrounds, canon, text, and versions; the synoptic and other problems; introduction to each book of the New Testament by groups and individually.

**MA521. THE NEW TESTAMENT WORLD.** (3) Spring.

A study of the social, political, and religious facets of the Jewish and Greco-Roman world which affected the life and thought of the early church.

**MA522. RELIGIOUS TEACHINGS OF THE NEW TESTAMENT.** (3) Fall (beginning in 1994).

A thematic study of important doctrines in the New Testament and their place in the life of the Christian. Attention given to the place of the Old Testament in the church, the nature of God, the person and work of Christ, and God's Spirit.

**MA523. NEW TESTAMENT EXEGESIS.** (3) Fall (beginning in 1994).

History, methods, and tools of New Testament exegesis. Exegesis of assigned passages from the English New Testament.

**MA532. READINGS IN THE GREEK NEW TESTAMENT.** (3) Fall (beginning in 1994).

Readings in the Johannine epistles and selected passages from the Greek New Testament, with emphasis upon development of reading ability; attention to vocabulary and grammar.

**MA570. GUIDED RESEARCH.** (3) Spring (beginning in 1995).

The student will select a topic in conference with his professor and engage in individual research, the results of which will be written under the supervision of a faculty member. The purpose is to gain further experience in the use of library and research methods as well as the proper form of reporting such research to others. Application of theory must be made to ministry. A copy of the research must be deposited in the library.

**MA575. FAMILY COUNSELING.** (3) Fall.

An in-depth examination of theory and technique of family therapy. Through discussion, role-play, observation, and when possible, actual counseling with supervision, students learn practical aspects of family intervention.

**MA581. ADVANCED HOMILETICS.** (3) Spring (beginning in 1995).

An advanced course on the types and purposes of sermons and the general work of a minister of the Word in the local church, including weddings, and funerals. Each student is taken where he is (his preaching level) and pushed forward. Consideration of special problems and evangelistic preaching. Each student preaches twice with video recording.

**MA590. MISSIOLOGY/CHURCH GROWTH.** (3) Spring (beginning in 1995).

A study of the Biblical basis for world-wide evangelization along with an analysis of the nature of the task today. An outline of various principles and methods in use with special attention to mission efforts of the churches of Christ. Also included is a study of the basic principles for holistic growth of the local congregation with attention to various methods of assessment of growth, and theological and strategic factors for planting new churches.

**MA599. INTRODUCTION TO GRADUATE STUDY.** (3) Fall.

Systematic examination of major bibliographical and reference sources in the area of religious literature. Special attention to religious periodicals literature and to fundamentals of research.



**600. SYSTEMS AND COMMUNICATION THEORIES. (3) Fall.**

A study of the historical development of systems theory and cybernetics as these relate to human interactions. An integration of these principles with clinical concerns and practical treatment issues. A conceptualization of the critical epistemological issues in marriage and family therapy.

**601. THEORETICAL FOUNDATIONS OF MFT. (3) Spring.**

Major theories of marital and family relations and their therapeutic implications are examined. Attention is given to dysfunctional manifestations within family systems and factors related to family strengths. Students will be given a comprehensive survey of the major models of system change that will include but not be limited to: structural, strategic, intergenerational, contextual, behavioral, experiential, and systemic.

**610. CLINICAL INTERVENTION I: BASIC COUNSELING SKILLS. (3) Fall.**

Introduction to basic counseling skills foundational to the clinical practice of marriage and family therapy. The focus is on client/therapist interaction as they relate to assessment and treatment.

**611. DIAGNOSIS OF PSYCHOPATHOLOGY & FAMILY DYSFUNCTION. (3) Spring.**

A survey of major contemporary theories of psychopathology and how these relate to dysfunctional families, a study of how people get to where they are within a family context and how the family system relates to other systems outside the family. A study of DSM-III-R and how it is used in family therapy. Within the context of marital and family systems, students will learn to diagnose dysfunctional relationship patterns and nervous and mental disorders, whether cognitive, affective, or behavioral.

**612. CLINICAL INTERVENTION II: ERICKSONIAN, STRATEGIC AND STRUCTURAL MODELS. (3) Spring.**

Theoretical underpinnings and clinical application of the Ericksonian, Structural, and Strategic family therapy models.

**613. CLINICAL INTERVENTION III: BOWEN, WHITAKER AND BRIEF SOLUTION FOCUSED MODELS. (3) Summer.**

Theoretical underpinnings and clinical application of the Bowenian, Experiential, and Brief solution focused family therapy models.

**614. CLINICAL INTERVENTION IV: MARITAL THERAPY. (3) Fall.**

A focus on two major interdependent components: diagnosis/assessment and treatment processes. Within the context of marital and family systems, students will learn to diagnose and treat both dysfunctional relationship patterns and nervous and mental disorders within the marital dyad. An emphasis will be given to premarital counseling, human sexuality and treatment of sexual dysfunctions, dyadic interventions from a social-learning perspective, divorce, and remarriage.

**615. GROUPS PROCESSES. (3) Fall.**

An introduction to group dynamics and group processes as presented from a systems perspective. The uses of groups for support, prevention and therapy are explored.

**616. CLINICAL INTERVENTION V: SUBSTANCE AND DOMESTIC ABUSE THERAPY. (3) Spring.**

Theoretical underpinnings and clinical applications of the major models as specifically related to substance abuse and domestic abuse.

**620. PRE-PRACTICUM SEMINAR: ETHICS & PROFESSIONAL ISSUES. (1) Fall, Spring, Summer.**

Students will be assisted in the development of a professional attitude and identity as marital and family therapists. Areas of study will include professional socialization and the role of professional organizations; licensure and certification; legal responsibilities and liabilities of clinical practice and research; family law; confidentiality issues; a marital and family therapy Code of Ethics; and interprofessional cooperation. The content of this course will be specific to the practice and profession of marital and family therapy.

**621. PRACTICUM SEMINAR: CHRISTIAN COUNSELING MODELS. (1) Fall.**

Exploration of Christian thinking in human behavior, family systems and approaches to treatment. Focus is given to various perceptions and formulations of dysfunction, role of religious organization and procedures for change.

**622. PRACTICUM SEMINAR: AGING & FAMILY TRANSITION. (1) Spring.**

Age and stage transitions are studied as integral dynamics of systems change. Issues related to loss and bereavement, stress, employment/unemployment, and social adjustment are explored in relationship to therapy.

**623. PRACTICUM SEMINAR: TRAINING IN SUPERVISION. (1) Summer.**

**630. FAMILY STUDIES: LIFE SPAN DEVELOPMENT/PARENT CHILD INTERACTION. (3) Fall.**

Theories and research in parent/child interaction and individual development throughout the life span.

**631. FAMILY STUDIES: HUMAN SEXUALITY & THERAPY. (3) Summer.**

A study of gender, sexuality, and ethnicity as they relate to marital and family therapy. An emphasis will be placed upon sexism and gender roles, sexual dysfunctions, stereotyping and its impact on individual family members as well as on the family as a whole.

**632. FAMILY STUDIES: PREVENTATIVE STRATEGIES IN FAMILY LIFE. (3) Summer.**

Focus on the research, literature and methodology of marriage and family enrichment and preventative strategies from a systematic perspective.

**640. RESEARCH METHODS IN MFT. (3) Spring.**

Introductory course in research-methodology and statistical analysis with attention to marital and family issues from both a quantitative and qualitative research perspective.

**660. INTEGRATING BIBLICAL NARRATIVE INTO MARITAL AND FAMILY THERAPY. (3) Summer.**

Utilization of Biblical principles and concepts as change agents in the marital and family therapy process.

**\*690. PRACTICUM I. (3) Summer.**

**691. PRACTICUM II. (3) Fall.**

**692. PRACTICUM III. (3) Spring.**

**693. PRACTICUM IV. (3) Summer.**

Clinical training integrates didactic and clinical material. Each of these practicums is a part-time clinical experience which is completed concurrently with didactic course work. A practicum typically results in five to ten direct contact hours per week and includes such activities as supervision, staff meetings, community relations, and record keeping. Both in-house practica with intense supervision by core MFT faculty, and off-site practica, are provided to ensure diversity of clientele and supervision.

\*Upon completion of two semesters, graduate students will be reviewed by the MFT committee and assess preparation for clinical practica. Students will be notified, in writing, if additional preparation is required prior to beginning the first clinical practicum.



**SCHOOL OF BUSINESS**  
DEAN: David Tucker, Ph.D., CPA.

**PROFESSORS:**

David B. Burks, Ph.D., CPA  
President  
Donald P. Diffine, Ph.D.  
Director, Belden Center for Private Enterprise Education  
Director, Economics Program  
Robert J. Kelly, Ed.D.  
Director, Institutional Testing and Research  
Robert H. Reely, Jr., Ed.D.  
Director, Center for Management Excellence  
Director, Small Business Development Center  
Associate Executive Director, American Studies Institute  
Marvin Hilliard Robertson, J.D.  
David Tucker, Ph.D., CPA  
Dean, School of Business

**ASSOCIATE PROFESSORS:**

Timothy B. Baird, Ph.D.  
Director, Computing Degrees  
James Behel, M.B.A.  
James W. Carr, Ph.D.  
Executive Vice President  
Executive Director American Studies Institute  
Lavon Carter, M.B.A.  
Budd Herbert, Ph.D.  
Randall M. McLeod, J.D.  
Associate Dean  
Director, Management and Marketing Program  
Director, Center for Professional Sales  
George H. Oliver, M.S.A.  
Director, Human Resources Program  
David Perkins, Ph.D., CPA  
William W. Ryan, Jr., Ph.D.  
Barbara K. Statom, M.Ed.  
Director, Business and Office Education  
Charles R. Walker, M.S.

**ASSISTANT PROFESSORS:**

David L. Allen, M.B.A., CPA  
Phil Brown, M.B.A., CPA  
Curtis Clements, M.S.A., CPA  
Mike Emerson, M.S.A., CPA  
Director, Accounting Program  
Bill Hemphill, M.P.A.  
Scott Stovall, M.S., CPA

**INSTRUCTOR:**

Don Yates, B.A.  
Director, Walton Scholarship Program

1993-1994 Harding University Catalog

**ADJUNCT FACULTY:**

Paul M. Gardner, Ph.D.  
Adjunct Professor of Marketing  
Paul A. Osborn, B.A.  
Adjunct Professor of Management

**MISSION**

Our mission in the School of Business is:

1. To educate our students in the various areas of business so they may enter their chosen fields confidently and perform successfully in their professions.
2. To assist in instilling in our students a faith in God and a knowledge of the Scriptures that they may have these as a basis for developing personal happiness and professional fulfillment.
3. To develop in our students the wisdom that comes through integrating their faith into every facet of their lives — work, family, community, and worship.

Our ultimate purpose is to instill in students the desire to be Christian business professionals rather than business professionals who also trifle with Christianity. Consequently, the mission is to teach business well, to teach Christianity, and most important, to synthesize the two so that they are intertwined, integrated, and inseparable in the eyes of students.

The following specific objectives have been adopted in order to accomplish the above mission:

1. To provide students with a good understanding of the common body of knowledge in business administration.
2. To provide students with opportunities for high-quality advanced work in areas where majors are offered.
3. To prepare students for imaginative and responsible citizenship and leadership roles in business and society.
4. To help students clarify the role of their profession in relation to their ministry and commitment to the Kingdom of God.
5. To teach spiritual concepts which flow naturally from business curriculum.
6. To assist in the personal and professional development of students.
7. To strive aggressively to help students secure satisfactory employment upon graduation.
8. To provide opportunities for students to grow professionally through leadership roles in business and economics competition, clubs, etc.

The School of Business faculty believes the mission and objectives can best be accomplished through the following degrees and majors:

**BACHELOR OF BUSINESS ADMINISTRATION DEGREE**

**Accounting:** Preparation for entry level positions leading to careers in corporate, public, and governmental accounting; preparation for uniform Certified Public Accountant examination.



A program can be designed to meet the CPA exam eligibility requirements for states such as Florida, Tennessee and others with the 150-hour requirement. Students should meet with the director of the accounting program for specific course recommendations.

**Computer Information Systems:** Preparation in business and computing for professional careers in basic programming, supervision of programming, and systems analysis and design.

**Economics:** Preparation as professional economists in industry or in government; preparation for either law or business school. Graduate or professional school highly recommended.

**Management:** Preparation for supervisory positions in institutional, commercial, and industrial organizations; personnel and retailing positions.

**Marketing:** Preparation for positions in marketing, retailing, and marketing research.

**Professional Sales:** Preparation in personal selling, sales management, and business-to-business selling.

### BACHELOR OF ARTS DEGREE

**Business Education:** Preparation for certification to teach all high school business courses. All Arkansas requirements fulfilled.

**Office Systems:** Preparation for administrative, executive secretarial and supervisory positions.

**Human Resources:** An interdisciplinary program with the Department of Behavioral Sciences designed to provide graduates with the essential skills necessary to enter the field of human resource management.

### ASSOCIATE OF ARTS DEGREE

**Applied Office Science:** Preparation for general, clerical and secretarial office positions.

### ACCREDITATION

Harding University, through its School of Business, is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for the offering of the Bachelor of Business Administration (BBA) in Accounting, Marketing, Management, Economics, Computer Information Systems, and Professional Sales, and the Bachelor of Arts (BA) in Human Resource Management.

### SPECIAL PROGRAMS/FACILITIES

#### American Marketing Association

Harding's student chapter of the American Marketing Association provides members with professional experiences in the work world. Guest speakers are brought to the campus, and students visit marketers on their work sites. The chapter develops leadership skills through training, case competitions,

regional and international conferences. AMA is the largest professional marketing organization in the world.

Students from Harding's chapter compete in the annual Marketing Strategy Case competition, sponsored by the American Marketing Association. Harding was regional runner-up in 1987 and 1988, and national runner-up in 1989.

#### American Studies Institute

All students in the School of Business have an opportunity to hear presentations made by internationally known authorities who are guests on the campus as a part of the lecture series of the American Studies Institute.

In addition to the lecture series, the American Studies Institute provides an opportunity for juniors and seniors with a 3.0 or higher GPA to make trips to major cities for practical exposure to the free enterprise system.

#### Belden Center for Private Enterprise Education

Begun in 1976, the Belden Center for Private Enterprise Education is basically staffed by student volunteers. The center's goal is to collect, write, and disseminate in a multi-media fashion private enterprise-related information which is positive, non-partisan, and balanced in its approach. The **ENTREPRENEUR**, a quarterly publication of the center, is mailed around the country to alumni and to other interested individuals, businesses, Chambers of Commerce, and professional associations.

#### Center for Management Excellence

Organized in the summer of 1981, the Center for Management Excellence promotes management expertise through workshops, seminars, and consulting services. The center was designated a "Small Business Development Center" in 1982. Students in the Small Business Institute program serve as consultants to local small businesses providing management counseling.

#### Computer Facilities

Harding has a fully-equipped academic Computer Center which utilizes a time-sharing Digital MicroVAX 3600 computer system. The Computer Center maintains 32 computer terminals for student use and instruction. All students are required to take at least one three-hour course in computing. An IBM microcomputer laboratory provides 24 personal computers for student use, and a MAC laboratory provides additional computers.

#### 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 recognize and reward scholastic achievement in business administration programs. Candidates for membership must have completed a minimum of 64 hours with a cumulative average of 3.2 or better and be in the top 20 percent of the class.



## Economics Team

The Harding University Economics Team is composed of students who are interested in free enterprise economics and are willing to develop creative and effective ways to promote it. Harding's Economics Teams have won six national championships in the Students in Free Enterprise intercollegiate competition and have been national runners-up on six occasions.

## Intercollegiate Business Competition

Business students at Harding have distinguished the university as a national leader in intercollegiate marketing and business competition, having won a record three championships at the Intercollegiate Marketing Games at Michigan State University and four championships at the Emory University Business Games in Atlanta, Georgia. Harding won its first divisional title at the University of Nevada — Reno Invitational Games in 1979. Students are selected for the intercollegiate team on the basis of scholarship in the School of Business and leadership potential.

## Management Seminar

In conjunction with the American Studies Institute and the Small Business Development Center, the School of Business initiated annual management seminars beginning in January of 1973. Business executives of Arkansas and surrounding states have attended these seminars which are open to students.

## Phi Beta Lambda

The collegiate big brother to Future Business Leaders of America, Phi Beta Lambda is open to any student majoring in the School of Business who desires to grow professionally toward a successful career in business. State and national leadership conferences and award programs provide outlets for competition based on interest and talents of chapter members.

## Pi Gamma Psi

Composed of students majoring in Accounting, Pi Gamma Psi provides services and educational opportunities for students interested in professional careers in accounting. Various outside speakers are invited to the campus each year. A lecture series, "Current Topics in Accounting," serves as the core of Pi Gamma Psi's meeting schedule, with attendance required of all members.

## Pi Sigma Epsilon

Pi Sigma Epsilon is the only collegiate business organization sponsored by Sales and Marketing Executives (SME). Students attend seminars and dinners with professionals, thus building a network of business contacts. Leadership skills are honed through participation in chapter projects, case competition and assistance with regional and national conferences.

## Sales Seminar

Each fall a nationally known speaker conducts a seminar in sales which is open to students and the public.

Organized in the spring of 1981, the Society for the Advancement of Management (SAM) provides management majors with opportunities to hear outside speakers and visit industrial firms.

SAM also provides an opportunity to showcase management knowledge and skills in annual competition. Students from over 200 chapters nationally contend for both Management Case Competition and awards for the quality of campus chapters. Harding University teams have always ranked fifth or higher in case competition, and the chapter has always been recognized as one of the top ten nationally.

## Christian Business Ethics

To give further emphasis to the development of a Christian professional, a unique course entitled, "Christian Business Ethics" is required of all students in the School and serves as their Bible requirement during the semester in which it is taken, if the minimum 8 hours of textual Bible has been taken. A case study discussion approach is used in this class.

## Ethics Seminar

An annual fall seminar is conducted for seniors in the School on the topic of Business Ethics. Outside speakers, faculty and students discuss ethical dilemmas which students are likely to encounter in their chosen professions. Speakers also discuss ways to set and implement goals that will allow graduates to utilize fully their talents in working in the Kingdom.

## Vocational Christian Outreach

Students are continually encouraged to develop an interest in vocational evangelism. Faculty members encourage students to consider career choices in light of the need of the Kingdom of God. Christian leadership opportunities in geographical areas where churches of Christ are numerically small are discussed in connection with career selection.

## STUDENT AWARDS

The following awards are presented annually to outstanding students in the School of Business: Neal Accounting Scholar Award; Arthur Young & Co. Accounting Scholarship; Outstanding Senior Accounting Award; Ermal H. Tucker Outstanding Senior Business and Office Education Award; Robert H. Reely, Sr., Outstanding Senior Management Award; B.P. Cochran Outstanding Junior Management Award; AP&L Outstanding Senior Marketing Award; Outstanding Junior Marketing Award, and the Belden Outstanding Sales/Marketing Award. In addition, the Wall Street Journal Award is given annually to the best overall student in the School of Business.

## BACHELOR OF BUSINESS ADMINISTRATION DEGREE

### CORE REQUIREMENTS

All Bachelor of Business Administration degrees require a uniform business core of 41 hours. The purpose of the core requirements is to provide students



with an understanding of a generally recognized common body of knowledge in business. The core requirements are:

Courses	Hours Credit	Courses	Hours Credit
Acct. 205-206*	6	CoAp. 101	3
Bus. 265**	3	Econ. 201-202	6
Bus. 315	3	Mgt. 368	3
Bus. 343	3	Mgt. 430	3
Bus. 350	3	Mgt. 354	3
Bus. 435	2	Mkt. 330	3

\* Accounting majors are not required to take Acct. 206.

\*\* Math 210 is a prerequisite for Bus. 265 and serves as the general education requirement in Math for all BBA business majors.

**ACCOUNTING:** Major: 74 hours, including Core; Bus. 316; CoAp. 210; Acct. 301, 302, 303, 305, 306, 401, 410, and 9 additional hours in accounting. A minor is NOT required.

Students who plan to practice accounting in Florida, Tennessee, or other states with the 150-hour requirement will need to take additional hours of accounting and upper-division general business classes.

Minor: 18 hours in accounting. The following additional courses are recommended: Bus. 315, 316; Econ. 201-202; Mgt. 368.

**COMPUTER APPLICATIONS:** Minor: 18 hours, including Comp. 202; CoAp. 101, 210, 219, and 6 hours from CoAp. 253, Art 360, ComM 322, or any computer programming course (Comp. 203 or higher). Credit in computer applications courses WILL NOT apply toward a computer science or computer information systems major or minor.

**COMPUTER INFORMATION SYSTEM:** Major: 67 hours including all of the Business Core except CoAp. 101; Comp. 215, 220, 265, 268, 301, 305, 320, 435, 439, and 441. Comp. 310, and 311 and Acct. 301, 302, 303 are all strongly recommended as electives. A minor is NOT required.

Minor: 18 hours, including Comp. 215, 220, 265, 268, 301, and 305.

**ECONOMICS:** Major: 68 hours including Core; Econ. 310, 311, 340, 420; Mgt. 333; and 12 hours elected in the School of Business. A minor is NOT required.

Minor: 18 hours, including Acct. 205; Econ. 201-202, 310, or 311, 340 or 420, and 3 hours elected in the School of Business.

**MANAGEMENT:** Major: 71 hours including Core; Bus. 317; Mgt. 332, 354, 425, 440, and 15 hours elected in the School of Business, 6 of which must be in management, and 3 hours from the computer curriculum.

Minor for non-business majors: 18 hours, including Acct. 205; Econ. 202, 322; and 9 hours elected in the School of Business, 3 hours of which must be upper-level. Bus. 350 and Mgt. 368 are highly recommended.

**MARKETING:** Major: 68 hours, including Core; Mkt. 331, 337, 400, 415; Pr.S. 336 or 398; and 12 hours elected in the School of Business, 3 of which must be from the computer curriculum. A minor is NOT required.

Minor for non-business majors: 18 hours including Acct. 205; Econ. 202; Mgt. 368; Mkt. 330; and 6 hours elective from Mkt. 331, 337, 415, or Pr.S. 336.

**PROFESSIONAL SALES:** Major 71 hours, including Core; Pr.S. 227, 336, 371, 405, 440; Mkt. 331; 3 hours from Mkt. 337 or Com M 303; 3 hours from Pr.S. 398, Mkt. 400, or Mkt. 415; and 6 hours elected in the School of Business, three of which must be from the computer curriculum. A minor is NOT required.

Minor for non-business majors: 18 hours including Acct. 205; CoAp. 101; Mkt. 331; Pr.S. 227, 336, and 371.

## BACHELOR OF ARTS DEGREE

**BUSINESS EDUCATION CERTIFICATION:** 66 hours from School of Business and School of Education including Acct. 205, 206; Bus. 106, 315, 350, 435; CoAp. 101, 210, and 253; Econ. 201, 322; Mgt. 368; Mkt. 330; EdFd. 201, 203, 307, 309, 320; SeEd. 308, 417; SpEd. 418; SeEd. 421, 451, 480.

**BUSINESS EDUCATION CERTIFICATION WITH COMPUTER TECHNOLOGY ENDORSEMENT:** Comp. 202 and 3 hours of computing electives in addition to those required for Business Education Certification.

(Please refer to the School of Education section of this catalog for additional course requirements for teacher certification, the requirements for admission to the Teacher Education Program, and requirements for admission to the Student Teaching Semester.)

**HUMAN RESOURCES:** An interdisciplinary program in the School of Business and the Department of Behavioral Sciences, the major in human resources provides graduates with the essential skills to enter the field of human resource management.

Major: See page 80 for the Human Resources curriculum.

**OFFICE SYSTEMS:** Major: 55 hours including Acct. 205, 206; Bus. 106, 251, 310, 315, 350, 435; CoAp. 101, 210, 253; Econ. 201, 202, 322; Mgt. 368; Mkt. 330; and 9 hours elected in the School of Business. A minor is NOT required.

Minor in Office Systems: 18 hours, including Bus. 106; CoAp. 101, 219; and 10 hours of electives in the School of Business, 6 of which must be upper-level.

## ASSOCIATE OF ARTS DEGREE

**APPLIED OFFICE SCIENCE:** 64 hours, including 8 hours of Bible (101, 112, and 4 hours elected from 211, 213, 215, 217, and 234); 27 hours of General Education (Biol. 111; Eng. 111 and 211; Hist. 101 or 102; Math 200 (or any math course numbered 151 or higher); Kins. 101; Psy. 131; ComO 101; and 5 hours electives); and 29 hours from the School of Business including Bus. 106, 251; CoAp. 101 and 210, 219, 253; Econ. 201; Acct. 205; and 6 hours elected from the School of Business. In addition, a 2.00 grade point overall and a 2.00 grade point in the major in all work completed at Harding and 32 hours in residence at Harding, including 24 of the last 32 hours, are required.



**205. PRINCIPLES OF FINANCIAL ACCOUNTING.** (3) Fall, Spring, Summer.

Introduction to elementary accounting theory, practice, and analysis; conceptual analysis of the full accounting cycle; discussion of accounting for sole proprietorships and corporations; emphasis on preparation and interpretation of financial statements; introduction to financial statement analysis. A grade of "C" or better is required for enrollment in any other accounting course.

**206. PRINCIPLES OF MANAGERIAL ACCOUNTING.** (3) Fall, Spring, Summer.

Management use of accounting data for planning and control; theories and practice of cost accounting and analysis of data for management decision making. Topics include cost behavior analysis, cost-volume-profit analysis, responsibility accounting, budgeting and performance measurement, and pricing decisions. This course is intended for nonaccounting majors. Credit in this course will not apply toward an Accounting major. Prerequisite: 205.

**301. INTERMEDIATE ACCOUNTING I.** (3) Fall, Summer.

In-depth study of accounting theory, practice, and procedures; emphasis on application of theoretical concepts to problem analysis and accounting practice, including preparation and interpretation of financial reports; focus on accounting and disclosure requirements of major asset accounts. Prerequisite: 205 with a grade of "C" or better. A grade of "C" or better is required for enrollment in 302.

**302. INTERMEDIATE ACCOUNTING II.** (3) Spring, Summer.

Continuation of study of accounting theory, practice, and procedures; focus on accounting and disclosure requirements for current and noncurrent liabilities and capital accounts. Prerequisite: 301 with a grade of "C" or better. A grade of "C" or better in 302 is required for enrollment in 303.

**303. INTERMEDIATE ACCOUNTING III.** (3) Fall.

Continuation of study of accounting theory, practice, and procedures; focus on accounting and disclosure requirements for revenue and expense accounts; preparation of statement of cash flows; financial statement analysis. Prerequisite: 302 with a grade of "C" or better.

**305. COST ACCOUNTING.** (3) Fall, Spring.

A study of cost accounting systems for both internal and external reporting. Coverage includes job order, process standard, and activity-based costing systems; cost-volume-profit; budgeting; and other related topics. Emphasis is given to decision-making uses of information.

**306. FEDERAL TAXATION I.** (3) Fall, Summer.

Broad coverage of federal tax structure and tax law relating to individual. Includes preparation of tax returns and tax planning under current tax law. Prerequisite: 206 or 301.

**307. FEDERAL TAXATION II.** (3) Spring, Summer.

Broad coverage of federal tax structure including tax law relating to partnerships, corporations, estates, trusts; includes preparation of tax returns and tax planning under current tax law. Prerequisite: 306.

**401. ACCOUNTING FOR NONPROFIT ORGANIZATIONS.** (3) Fall.

Detailed coverage of accounting for governmental units and various nonprofit organizations. Prerequisite: 302.

**402. ADVANCED ACCOUNTING.** (3) Spring.

Detailed coverage of corporate consolidations. Additional coverage of other complex accounting issues including tax accounting, foreign operations. Prerequisite: 302.

**403. CPA REVIEW.** (3) Spring.

Detailed review of Generally Accepted Accounting Principles as promulgated by the official pronouncements of the APB, FASB, AICPA, etc.; review of past CPA examinations. Prerequisite: 302.

**405. COST MANAGEMENT.** (3) Fall.

A case study approach to the uses of internal financial and non-financial information for decision making. Discussion will include recent developments in cost systems, accounting for quality costs, etc. Prerequisite: Acct. 305.

**410. AUDITING I.** (3) Fall.

Discussion of the history of auditing, audit theory legal responsibilities and professional ethics. Study, evaluation and testing of internal controls using the business cycle approach and statistical sampling. Prerequisite: 302.

**411. AUDITING II.** (3) Spring.

Application of audit theory and study of audit workpapers through completion of an audit practice case. Certain assignments will be performed on microcomputers. Also will include a study of audit reports and auditing in a computer environment. Prerequisite: 410.

**451/551. ADVANCED ACCOUNTING PROBLEMS.** (3) Fall.

A comprehensive study of SEC reporting and disclosure requirements; review of current accounting issues. CPA exam preparation is emphasized. Prerequisites: 303 and instructor's approval.

**452/552. ACCOUNTING THEORY.** (3) Spring.

Brief survey of history of accounting and development of fundamental principles, followed by intensive study of accounting concepts and their application to assets, determination of income and measurements, and classification and reporting of equities. Emphasis placed on events in accounting profession's past in relationship to accounting profession of present and future. The current thinking of the American Institute of Certified Public Accountants, the American Accounting Association, the Securities and Exchange Commission, and the Financial Accounting Standards Board will be reviewed. Prerequisite: 303 and instructor's approval.

**455/555. ACCOUNTING ETHICS.** (3) Offered on sufficient demand.

Case analysis of ethical challenges in accounting and financial reporting; study of the Code of Professional Ethics of the American Institute of Certified Public Accountants; development of Scriptural approach to solving ethical problems. Prerequisites: 435 and instructor's approval.

**460. TAX RESEARCH.** (3) Offered on sufficient demand.

A seminar designed to develop practical research and communication skills in the field of federal income taxation. Skills will be developed which will enable students to find answers to current tax issues and problems. Emphasis will be put on communicating conclusions through the use of methods similar to those used in public accounting firms. A study of the authority of tax law will also be discussed. Prerequisites: 306 and 307.

**650. INDEPENDENT STUDY.** (1-3) Offered on demand.

Independent study for qualified graduate students. Prerequisite: Consent of major advisor and Dean.

**BUSINESS****105. INTRODUCTORY KEYBOARDING.** (3) Fall.

Introduction to typewriter and 10-key keyboards. Includes basic operating techniques with emphasis on building operating efficiency and accuracy.

**106. ADVANCED KEYBOARDING.** (2) Spring.

Emphasis on developing speed and accuracy. Practice in office-related problems; typewriter and timed production work. Meets three times a week. Prerequisite: Bus. 105 or equivalent.

**160. INTRODUCTION TO BUSINESS.** (3) Fall, Spring.

A course designed to present an overview of the operation of the business world including highlights of marketing, management, finance, accounting, economics, computing, business law, and global awareness.

**232. INTERNATIONAL BUSINESS.** (3) Offered on sufficient demand.

An introductory study to International Business to include the examination of international trade, foreign investments, international organizations, and monetary systems. Also, a synthesis of the foreign environment to include identification of physical, social, cultural, political, legal, financial, labor, competitive, and economic forces that come to bear on the typical multi-national corporation in today's world.

**250. INDEPENDENT STUDY.** (1-3) Offered on demand.**251. OFFICE 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. Machine transcription is also included. Prerequisite: 106 or equivalent skills.

**265. BUSINESS STATISTICS.** (3) Fall, Spring, Summer.

A study of quantitative techniques used in business and economics. Topics include: measures of central tendencies, probability distribution, sampling and hypothesis testing. Computer application will be used to learn multiple regression, ANOVA, chi square and other statistical techniques. Prerequisite: grade of "C" or better in Math 210.



**301. AMERICAN STUDIES. (1-3)**

This is an independent study in American Studies. This course is designed for academic preparation associated with the honor students that are enrolled in the American Studies Institute and special activities associated with the American Studies Institute such as the American Studies Trip. Typically, it will involve research into business/industry and government prior to actual on-site visits for information gathering. Following the on-site visits, a written summation and evaluation of the visit as to the learning that has taken place is required. Prerequisite for enrolling is admission to the specific honors event associated with this course.

**310. OFFICE SYSTEMS MANAGEMENT. (3) Spring.**

An overview of office systems — technology, people, procedures, and environment — from the perspective of the administrative resource manager.

**315. BUSINESS LAW. (3) Fall, Spring, Summer.**

An introduction to law, sources of law, and the functioning of the legal system, along with a survey of the law of business torts, white collar crimes, contracts, property and sales.

**316. COMMERCIAL LAW. (3) Fall, Spring.**

A survey of the law of commercial paper, secured transactions, debtor-creditor rights, suretyship, bankruptcy, agency, partnership, corporations, and accountant liability. Prerequisite: 315.

**317. LEGAL ENVIRONMENT OF BUSINESS. (3) Spring.**

An introduction to administrative law and governmental regulations affecting business, to include the constitutional basis of regulation of business, the law of the environment, consumers' rights, insurance, computers, international business transactions, unfair competition, anti-trust, and franchising.

**343. MANAGERIAL FINANCE. (3) Fall, Spring, Summer.**

Forms of business organization including promotion, organization, capitalization, expansion, reorganization and fiscal operations; management and financing of modern corporate forms of business enterprise. Prerequisites: Acct. 206 and Econ. 201-202.

**344/544. INVESTMENTS. (3) Offered on demand.**

Principles of investments-basic theory, concepts, and principles of investment decisions. Emphasis on portfolio construction and management; investment media; fundamental and technical analysis; tools of investment analysis and the psychological aspects of the market. Prerequisite: 343.

**350. BUSINESS COMMUNICATIONS. (3) Fall, Spring, Summer.**

The composition of effective business letters and reports. Emphasis on characteristics of good business writing and development of basic letter plans applicable to principal business functions. Preparation of personal resume and application letter. Fundamentals of oral communication in business. Prerequisites: Eng. 211, Bus. 105 or equivalent skill, and CoAp. 101.

**435/535. CHRISTIAN BUSINESS ETHICS. (2 or 3) Fall, Spring.**

A study of the ethical teachings of the Bible as applied to the field of business; including a study of Biblical passages related to business conduct, corporate ethics, individual ethics, and mutual responsibilities of employers and employees. This course is required for graduation and is an approved substitute for Bible the semester it is taken.

**443/543. ADVANCED FINANCIAL MANAGEMENT. (3) Offered on sufficient demand.**

Advanced topics in financial management including capital budgeting, debt policy, dividend policy, and working capital management. Emphasis on developing a conceptual understanding of the impact of financial management decisions on firm value. Prerequisites: Bus. 343 and instructor's approval.

**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 the Dean.

**460/560. PROFESSIONAL BUSINESS COMMUNICATIONS. (3) Offered on sufficient demand.**

An advanced business communications course to address skills not addressed in other courses. Includes technical writing instruction for preparing common business correspondences such as memos, and specialized correspondence such as management letters, and financial statement footnotes. Other topics include performance evaluations, negotiation skills, and an annual report project. Prerequisites: Bus. 350 and instructor's approval.

**461. FIELD EXPERIENCE IN HUMAN RESOURCES. (3) Fall, Spring.**

Participation in an approved Human Resources setting. Experience supervised by approved management and/or psychology faculty. Each student participating in a field experience MUST purchase professional liability insurance through Harding University.

**625. PRINCIPLES AND PHILOSOPHIES OF BUSINESS EDUCATION. (3) Offered on demand.**

Brief historical review of business education; current philosophies and attitudes affecting business education; curriculum development at the secondary school level; the challenging role of business education in a changing business and industrial environment.

**650. INDEPENDENT RESEARCH AND DIRECTED READINGS. (3-6) Offered on demand.**

Individual study for qualified graduate students. Prerequisite: Consent of Director of Business Education.

**658. THESIS. (3)****COMPUTER APPLICATIONS****101. COMPUTER LITERACY AND APPLICATIONS. (3) Fall, Spring, Summer.**

Computer literacy concepts including current applications, history of computer development, hardware and software overview, trends, and social issues relative to computing will be covered. Sessions will introduce microcomputer applications including the following: operating system commands, word processing, spreadsheets, graphics, and database management.

**210. SPREADSHEET AND DATABASE APPLICATIONS. (3) Fall, Spring, Summer.**

Greater depth in spreadsheet and relational database applications. Course will also cover essential microcomputer operating system commands and hard disk management concepts. Prerequisite: CoAp. 101.

**219. WORD PROCESSING APPLICATIONS. (3) Fall.**

Development of skill in using sophisticated microcomputer software to produce a wide variety of business documents, emphasizing the efficient use of the software and a thorough understanding of appropriate guidelines for document production. Prerequisite: CoAp. 101 and Bus. 105 or equivalent skills.

**253. ADVANCED WORD PROCESSING AND DESKTOP PUBLISHING. (3) Spring.**

Advanced applications in document production, including the use of desktop publishing software to produce brochures, newsletters, bulletins, procedures manuals, etc. Prerequisite: CoAp. 219 or equivalent skills.

**COMPUTER INFORMATION SYSTEMS****202. INTRODUCTION TO PROGRAMMING USING PASCAL. (3) Fall, Spring.**

An introductory course in the Pascal language for those with little or no experience in Pascal or any programming language. Students will learn algorithmic solutions to basic programming problems and then write these solutions in Pascal. Credit in this course will not apply toward a CS or CIS major or minor.

**203. INTRODUCTION TO SCIENTIFIC PROGRAMMING USING FORTRAN. (2) Fall.**

Programming technique, data representation, and problem solving methods will be taught using FORTRAN 77. Emphasis will be placed on developing algorithms for scientific applications. Credit in this course will not count toward a CS or CIS major or minor.

**215. STRUCTURED PROGRAMMING. (3) Fall, Spring.**

Students are taught how to design and write modular program solutions using the Pascal programming language. Advanced programming concepts such as multi-dimensional array, records, pointers and sequential files will also be introduced to the students. Corequisite: 101. Prerequisite: 202 or consent of instructor.

**220. BUSINESS APPLICATIONS PROGRAMMING USING COBOL. (3) Fall.**

Fundamental concepts of program design using the COBOL language. Topics include structured programming, documentation, testing, and processing of sequential files. Prerequisite: 215.

**265. DATA STRUCTURES. (3) Fall.**

A study of major structures used for sorting data on a computer system. Topics include strings, stacks, queues, recursion, linked lists, trees and graphs. Students will also learn and perform analysis on major searching and sorting algorithms. Prerequisite: 215.

**268. COMPUTER ORGANIZATION WITH ASSEMBLER PROGRAMMING. (3) Spring.**

A study of machine and assembly language programming with emphasis on computer architecture, data representation, addressing techniques, instruction formats, and logic design. Prerequisite: 215.



**301. SYSTEMS ANALYSIS AND DESIGN. (3) Fall.**

A study of the tools and techniques used in the analysis and design phases of the systems development lifecycle. Topics include project management, data flow diagrams, structure charts, pseudo-code, test case design, module coupling and cohesion, documentation techniques, CASE systems, user interfaces, implementation issues, and interpersonal communication skills useful in systems development. An analysis and design group project will be carried out making use of these tools. Prerequisite: 220.

**305. DECISION SUPPORT SYSTEMS. (3) Spring.**

Emphasis will be on the integration of microcomputer applications for decision support. Topics include advanced spreadsheet applications, advanced microcomputer database applications, introduction to rule-based expert systems, and programming techniques for seamless integration of these products. Prerequisite: 220.

**310. OPERATING SYSTEMS CONCEPTS. (3) Fall.**

A study of the historical development and current functions of operating systems. Hardware and software requirements for operating systems which support uniprocessing, multi-programming, and multiprocessing will be discussed. Topics include: process management, memory management, disk scheduling, performance evaluation, security, and case studies. Prerequisites: 265 and 268.

**311. DATA COMMUNICATIONS AND NETWORKING. (3) Fall.**

A study of data communications and networks. Topics include: network topology, local area networks, wide area networks, layered protocols, and network management. An examination of currently available network hardware and software will be made. Prerequisites: 265 and 268.

**312. "C" PROGRAMMING AND THE UNIX ENVIRONMENT. (3) Spring.**

Elements of the "C" programming language will be utilized to implement the concepts needed for systems programming, including an introduction to the UNIX operating system and related utilities. Prerequisite: 265.

**320. ADVANCED BUSINESS APPLICATION PROGRAMMING USING COBOL. (3) Spring.**

Students will develop interactive applications using relative record and indexed files. Topics include list and tree structures for files, internal and external searching and sorting techniques, job control environment, and on-line techniques. Prerequisites: 220 and 265.

**328. NUMERICAL METHODS. (3) Fall.**

A study of computer solutions to mathematical problems. Topics include systems of linear equations, polynomial interpolation, fixed point algorithms, numerical integration, and numerical solutions to differential equations. All programming assignments will be done using FORTRAN 77. Prerequisites: Math 251, Math 313, and either 203 or 265.

**330. ARTIFICIAL INTELLIGENCE. (3) Spring, alternate years; offered, 1993-94.**

Survey of concepts and techniques used in the development of intelligent systems. Topics include knowledge representation, game playing, search techniques, heuristics, deduction, learning, natural language processing, rule based expert systems, constraint exploitation and an appropriate programming language such as LISP or PROLOG. Prerequisite: 265.

**335. FILE STRUCTURES AND ACCESS METHODS. (3) Spring.**

A study of data structures used for the storage of files and the methods of access. Topics include sequential files, direct access files, indexed sequential files, hashing, data compaction, data encryption, tree-structured indices, file-processing subroutine libraries, and file support for data base systems. Prerequisite: 265.

**355. COMPUTER GRAPHICS. (3) Offered on sufficient demand.**

Mathematical and programming techniques control to computer graphics will be presented. Topics include scaling, transformations, translations, rotations, reflections, projections, windowing, rendering, generated surfaces, and hidden surface removal. Prerequisites: 265 and Math 313.

**365. ALGORITHM ANALYSIS AND DESIGN. (3) Spring. Offered on sufficient demand.**

A study of classifications of algorithms, their complexity and computing requirements. Topics include efficiency, greedy algorithms, divide and conquer algorithms, dynamic programming, graph algorithms, probabilistic algorithms, and computability theory. Prerequisites: 265 and Math 251.

**410. SYSTEMS SOFTWARE. (3) Spring, alternate years; offered 1993-94.**

Design and implementation of operating system routines and/or system utilities, editors, or compilers using the "C" programming language. Prerequisites: 310 and 312.

**435. DATABASE CONCEPTS AND APPLICATIONS. (3) Fall.**

A study of the fundamental concepts of database systems including applications, requirements, structure, administrator functions, utilities, programming interfaces, data security, data integrity, hierarchical models, network models, relational models, normalization of relations, comparisons of available systems, and future deductions. Individual and group projects will be completed using an available database system. Prerequisites: 301 and either 320 or 335.

**439. COMPUTING SEMINAR. (1) Fall, Spring.**

Attendance is required of all junior and senior computing majors for this weekly seminar. Credit may be taken only once. Enrolled students will be required to research and present a paper on a topic approved by the instructor. This seminar will also include presentations by faculty and invited speakers relative to ethics and current issues in computing. Prerequisite: students must be classified as seniors to enroll.

**440. CS SOFTWARE DEVELOPMENT PROJECT. (4) Spring.**

This is a capstone course for Computer Science majors. Students will develop a computer application in a simulated on-the-job environment. The computer application will be developed through the analysis, design, programming and testing phases of the software life cycle. Prerequisite: All other courses required by the major or consent of the instructor.

**441. CIS SOFTWARE DEVELOPMENT PROJECT. (4) Spring.**

This is a capstone course for Computer Information Systems majors. Students will develop a computer application in a simulated on-the-job environment. The computer application will be developed through the analysis, design, programming and testing phases of the software life cycle. Prerequisite: all other courses required by the major or consent of the instructor.

**450. INDEPENDENT STUDY. (1-3) Offered on demand.****ECONOMICS****201. PRINCIPLES OF MACROECONOMICS. (3) Fall, Spring, Summer.**

The overall workings of the economy and its major subdivisions, our economic system, business cycles, money and banking, national income accounts, and stabilization policy.

**202. PRINCIPLES OF MICROECONOMICS. (3) Fall, Spring, Summer.**

Market mechanisms, applications of supply and demand, business models, product and factor markets, global business, economic development, and comparative systems. Prerequisite: 201 or consent of instructor.

**285. ECONOMICS FOR DEVELOPING COUNTRIES. (3) Offered on sufficient demand.**

A study of theory, history, and policy of economic growth and development. Emphasis is on the use of free enterprise in underdeveloped countries and developing countries. Topics include international trade, agricultural and industrial development, role of government, migration, urbanization, unemployment, and job creation.

**310/510. INTERMEDIATE MACROECONOMICS. (3) Fall. Alternate years; offered 1993-94.**

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. Forecasting is analyzed. Special attention is given to fiscal and monetary policy. Prerequisite: 201-202.

**311/511. INTERMEDIATE MICROECONOMICS. (3) Spring. Alternate years; offered 1993-94.**

A study of consumer theory, indifference curves, supply and demand, production theory, perfect competition, pure monopoly, oligopoly, monopolistic competition, welfare theory, and other related topics. Prerequisite: 201-202.

**315. ECONOMIC EDUCATION FOR ELEMENTARY TEACHERS. (3) Fall, Spring.**

Basic economic concepts. The importance of economic education as a means of improving decision making in the market place and at the polls. Emphasis will be placed on how economic knowledge can be incorporated into the elementary school curriculum. Required for certification of all elementary teachers.

**322. PERSONAL FINANCE. (3) Spring.**

Managing personal finances; topics include inflation and recession, tax problems, insurance, annuities, credit, budgeting, financial planning, home ownership, bank accounts, investments, and social insurance programs.

**340/540. ECONOMIC HISTORY. (3) Spring. Alternate years; offered 1992-93.**

A study of evolution of economic ideas and events from ancient to modern times with analysis of the American economy from colonial times, including particular emphasis on the period from the industrial revolution to the present. Location forecasting is emphasized. Prerequisite: 201-202.



420/520. COMPARATIVE ECONOMIC SYSTEMS. (3) Fall. Alternate years; offered 1992-93.

Application of macro and microeconomics analysis to evaluate traditional, command, and mixed economies, past and present, with respect to fulfilling the economic goals of freedom, efficiency, growth, stability, justice, and security. Prerequisite: 201-202.

445/545. FREE MARKET ECONOMICS. (3) Offered on sufficient demand.

Instruction to dramatize, simplify, and enrich the understanding of economic individualism and the concept of freedom applied to a market economy. Cost-benefit analysis is applied to evaluate the balance between the private and the public sector in economic policy and performance.

## MANAGEMENT

331. CHRISTIAN LEADERSHIP (3) Offered on sufficient demand.

Intensive study of Biblical principles designed to enrich the leadership skills of present and potential church leaders. Course modules include New Testament concepts of leadership, leadership style, leadership by objectives, motivation, organization, and delegation, group dynamics, initiating change, and time management. Primarily for Bible and other non-business majors.

332. HUMAN RESOURCE MANAGEMENT. (3) Fall.

Study of selection, placement, training, wage administration, performance evaluation, and discharge of employees.

333. COLLECTIVE BARGAINING. (3) Spring.

Legal and social framework for labor management relations, union and management viewpoints, organizational relationships, the collective bargaining process, contract negotiation and administration.

354. PRODUCTIONS/OPERATIONS MANAGEMENT. (3) Fall, Spring.

A study of production function of business. Topics include the economics of production, capital investment, research and development, product design and services, and quality management (QM). Specific QM topics addressed are statistical quality control, production inventory planning and control (PIPC) systems, forecasting, just-in-time inventory management. Also included are topics on location and design of facilities, energy management, managing job safety and health, and additional topics. Prerequisite: Bus. 265.

365/565. SMALL BUSINESS INSTITUTE. (2 or 3) Fall, Spring.

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. MANAGEMENT AND ORGANIZATIONAL BEHAVIOR. (3) Fall, Spring, Summer.

Techniques and policies needed to handle human relations problems in business, government, and education. Fundamentals of organizational behavior, motivation, leadership, formal and informal organization, social environment, and communication and group processes.

425/525. ORGANIZATIONAL THEORY AND STRUCTURE. (3) Fall, Spring.

Study of organizational structures, effectiveness and efficiencies, purpose of design; use of case study approach. Prerequisite: 368.

430/530. ADMINISTRATIVE POLICY SIMULATION. (3) Fall, Spring.

Use of a management game to integrate and utilize decision-making concepts and techniques studied in earlier courses. Students act as top managers of a company in competition with their rivals in computer-simulated industry. Emphasis on formulation of business objectives, forecasting, planning, and analytical decision-making. Prerequisite: senior standing or consent of school dean; Mkt. 330; Bus. 313; Acct. 206; Bus. 261.

440/540. BUSINESS LEADERSHIP. (3) Spring.

Study of leadership skills with emphasis on developing business leadership qualities. Local and regional business leaders provide insight to development of leadership abilities. Intended to provide skills needed to serve in leadership roles in church, community, and profession. Prerequisite: Senior classification and approval of instructor.

475. DISTRIBUTION MANAGEMENT. (3) Fall.

The course is designed to familiarize the student with the three areas of operation: receiving, order filling, and shipping. It will include on-site observation and analysis of physical distribution, human resource, loss prevention, and maintenance. Prerequisite: Mgt. 368.

480/580. ADVANCED BUSINESS POLICY SIMULATION. (3) Spring.

An extension of management 430, this course involves more extensive decision-making, developing a business plan, conducting board meetings, and negotiating debt or equity issue terms. Prerequisites: Mgt. 430, Bus. 550, and instructor's approval.

## MARKETING

330. PRINCIPLES OF MARKETING. (3) Fall, Spring.

An introductory survey course covering the principles of choosing target markets, assessing their needs, developing products and services, and delivering them at a value to the customer and a profit to the company. Emphasis is placed on developing a managerial point of view in planning and evaluating marketing decisions of the firm.

331. CONSUMER BEHAVIOR. (3) Fall.

An analysis of sociological and psychological applications in consumer behavior with an emphasis on the relevance of these concepts for the marketing manager. The development of concepts and constructs employed to identify and measure market segments and to analyze behavioral patterns of these segments as a basis for marketing strategy. Prerequisite: 330.

337/537. RETAIL MARKETING. (3) Spring.

The development of policies, methods, and managerial strategies to accommodate the rapidly changing retail environment.

347. PROMOTIONAL STRATEGIES. (3) Fall.

A study of promotional methods, including advertising, sales promotions, publicity, and sales. Particular focus is given to situation analysis, objectives, budgeting, campaign tactics, selection of media and message, measurement of effectiveness, and follow-up evaluation. Prerequisite: Mkt. 330.

400/500. MARKETING RESEARCH. (3) Fall, Spring.

This course provides an understanding of research methodology and the application of current research techniques in solving marketing problems. Focus is on a research project encompassing all aspects of research from problem definition to report presentation. Prerequisite: Bus. 260.

408. MARKETING IN THE PUBLIC SECTOR. (3) Offered on sufficient demand.

Emphasis is given to marketing strategies and plans for non-profit organizations including but not limited to colleges and universities, associations, health care, and religious and charitable organizations.

415/515. MARKETING MANAGEMENT. (3) Spring.

The analysis, planning, implementation, control, and evaluation of programs and strategies designed to serve target markets in pursuit of organizational and marketing objectives. Specific emphasis is given to philosophies, decision making skills, strategic alternatives, analyzing opportunities, planning and budgeting, and organization of the marketing function. Prerequisite: Mkt. 330.

## PROFESSIONAL SALES

Pr.S. 227. INTERNSHIP I. (3) Fall, Spring.

Internship exposing student to all areas of the sales arena including telemarketing non-profit organizations, media, and professional sales. (Student will experience 45 directly supervised hours as well as 6 hours of independent experience.)

Pr.S. 336. PRINCIPLES OF SALES. (3) Fall, Spring.

Basics of personal selling are examined with emphasis on understanding the buyer, selling environment, selling techniques, and personal selling fundamentals.

Pr.S. 371/571. SALES PSYCHOLOGY. (3) Spring.

Psychological theories and principles applied to developing and understanding of relationship strategies by being able to identify behavioral styles of a prospect or customer and thereby effectively adjusting one's own behavior to fit the prospect's needs. Prerequisites: Psy. 131 and Pr.S. 336.

Pr.S. 398/598. SALES MANAGEMENT. (3) Fall.

An in-depth review of administrative functions performed by the sales force director and of his/her role in the organization. Focus is placed on the responsibilities and skills associated with personnel selection, initial training and ongoing development, compensation, supervision, counseling, improving sales performance, scheduling activities of salespersons, evaluation and control of performance, and the relationship between sales and the other parts of the organization.



**Pr.S. 405. INTERNSHIP II. (3) Summer.**

Internship with a professional sales organization to gain on-the-job experience. Organization chosen by student and department head, supervised by faculty member. Credit allowed only after acceptance of student's written report. (Minimum of 320 on-the-job hours required.) Prerequisites: Pr.S. 336, 371.

**Pr.S. 440. SENIOR COLLOQUIUM. (3) Fall, Spring.**

Principles of success which will include a pragmatic application of advanced communications, negotiations and sales simulations in a classroom setting. In addition, the students will be required to participate in a minimum of 42 hours of seminar workshops hosted by successful salespersons from the business community.

## **SCHOOL OF EDUCATION**

DEAN: Bobby L. Coker, Ed.D.

### **PROFESSORS:**

Bobby L. Coker, Ed.D.  
Jerome M. Barnes, Ed.D.  
K. Richard Blakenship, Ed.D.  
Wyatt Jones, Ed.D.  
Associate Dean  
Jim Nichols, Ed.D.  
Director of Field Experiences  
Betty Work Watson, Ed.D.

### **ASSOCIATE PROFESSORS:**

Maribeth Downing, Ph.D.  
Lewis Finley, Ed.D.  
Jeanine Peck, Ed.D.  
Richard Peck, Ed.D.  
Gordon Sutherlin, Ed.D.  
Chair of Secondary Education and  
Director Undergraduate Teacher Education

### **ASSISTANT PROFESSORS:**

Jan Morgan, Ed.D.  
Lina Owens, Ph.D.  
Chair of Elementary and Special Education

### **INSTRUCTOR:**

Carolyn Priest, M.Ed.

### **Assisting from other departments:**

Karyl V. Bailey, Ph.D.  
Rodger Lee Brewer, Ph.D.  
Sharen Deacon Crockett, M.S.  
Faye Doran, Ed. D.  
Fred R. Jewell, Ed.D.  
John Keller, Ph.D.  
Robert J. Kelly Ed.D.  
Bill W. Oldham, Ed.D.  
Winfred O. Wright, Dr. de l'Universite

Other qualified representatives from various departments may assist in the supervision of student teaching as the need arises.

The School of Education has the primary responsibility for the preparation of students for successful careers in the teaching profession. To this end undergraduate programs have been developed that lead to the Bachelor of Arts, Bachelor of Science, or Bachelor of Music Education degree, depending upon the major. Graduate programs leading to the degree of Master of Education or Master of Science in Education have also been developed.

The teacher education program is accredited by the National Council for Accreditation of Teacher Education.

### **Undergraduate Programs**

On the undergraduate level teachers are prepared in elementary education, special education, and secondary education. Programs offered at the elementary level include an emphasis in teaching kindergarten through sixth grades and in teaching first through sixth grades. Special education offers an emphasis in teaching the mildly handicapped child. Secondary education offers programs which prepare teachers in the following areas: art, biology, business education, chemistry, drivers education, English, French, general science, health education, home economics, journalism, mathematics, music education, physical education, physics, social science, Spanish, and speech. Students may add certification to teach at the middle school level by meeting State requirements.

### **Graduate Programs**

Graduate programs offered by the School of Education include the following: elementary education, elementary administration, secondary administration, reading, and secondary education. Those interested in the Master of Education or Master of Science in Education program should contact Dr. Wyatt Jones, Associate Dean and Director of Graduate Studies, Box 2261, Harding University.

All programs leading to certification have been approved by the Arkansas Department of Education and National Council for the Accreditation of Teacher Education.

## **BASIC BELIEFS OF THE PROGRAM**

The mission of teacher education is to prepare teachers who are scholarly, who are caring and nurturing, and who are self-directed facilitators of student learning. Each program includes three areas of study: general education, an academic major or concentration, and professional education.

The basic beliefs can be summarized as follows:

1. The minimum amount of training required must be a bachelor's degree.
2. The teacher should be an educated person in both the liberal arts and in the field of specialization.
3. The teacher should be a professionally educated person.
4. Prospective teachers should develop a real commitment to their chosen profession and to the program of work required in preparing for it.



5. Teachers should enter their professional careers as qualified competent practitioners and as responsible members of the community.
6. Teachers should prize individual and cultural differences and promote the development of moral values.

## SENIOR EXAMINATIONS

All seniors in the teacher education program must take the NTE Programs Test of professional knowledge and the appropriate Specialty Area Test of the National Teacher Examinations. By action of the Arkansas General Assembly, appropriate NTE scores and PPST scores must be submitted to the Arkansas Department of Education in each area for which certification is sought. The Arkansas Department of Education has set minimum scores that must be achieved on the various sections of the NTE in order for a student to obtain certification in Arkansas. An official transcript of each student's score report must be on file in the Testing Office.

## GRADUATE STUDIES

Those interested in the Master of Education or Master of Science in Education program at Harding University should write: Dr. Wyatt Jones, Associate Dean or Director of Graduate Studies, Harding University, Box 2261, Searcy, Arkansas 72149-0001, for a Graduate Catalog and application for admission forms.

## ORGANIZATION FOR TEACHER EDUCATION

Responsibility for the administration of the School of Education which encompasses both the undergraduate teacher education program and the graduate education program is assigned to the Dean of the School of Education. The Administrative Council for Teacher Education is an institution-wide interdepartmental committee with student representation and is responsible for formulating policies and coordinating all aspects of the teacher education program. The Committee on Admission and Retention to Teacher Education recommends criteria in this area and applies the criteria adopted by the Administrative Council for Teacher Education.

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

All students who wish to prepare for a career in teaching must apply for and be formally admitted to the teacher education program. The faculty believes that those who enter the teaching profession should compare favorably with those entering other professions. The criteria for admission to and retention in the teacher education program include: emotional stability; ability to communicate effectively through speaking and writing; personal, social, moral, and ethical fitness; general intellectual ability; physical fitness; and pre-teaching laboratory experience.

To be admitted to the teacher education program, a student must:

1. Satisfy all requirements for admission into the University.
2. File a formal application for admission into the program with the Director of Undergraduate Teacher Education. This must be completed

the semester students are enrolled in EdFd 203. Applications are available in American Studies 113. Transfer students who plan to teach should make formal application for admission to the teacher education program if they have completed 45 or more semester hours of work. Admission to the Teacher Education Program is a prerequisite for admission to all required professional education courses except Education Foundations 201, 203, and Special Education 303.

The following deadlines apply to the applications for the Teacher Education Program:

To enroll in Junior level education courses (except SpEd 303) in the:	Students must apply no later than:
Fall semester	*August 1
Spring semester	November 1
Summer semester	April 1

\*Students planning to enroll for the first time in junior level education courses (except SpEd 303) during a fall semester are encouraged to apply for the Teacher Education Program before leaving for the summer vacation.

3. Submit a curriculum plan showing a program of study approved by the student's academic advisor.
4. Obtain an up-to-date transcript from the Registrar's Office to submit with the application for admission to the Teacher Education Program.
5. Have a minimum cumulative grade point average of 2.50 at the time of admission and complete the Pre-Professional Skills Test with scores at or above the following: Reading, 170; Writing, 171; Mathematics, 169.
6. Have demonstrated proficiency in English by the successful completion of 6 hours of Eng. 111, 211, with at least a minimum grade of "C" in each course.
7. Have demonstrated proficiency in oral communication by completing Com O 101 with a minimum grade of "C."
8. Have demonstrated proficiency in mathematics by completing with a minimum grade of "C" at least 3 hours of mathematics appropriate to the student's major. Mathematics 115 is the course which meets this requirement for elementary and special education majors. Mathematics 100 will not satisfy this requirement.
9. Have satisfactorily completed Education Foundations 201 and 203 with a minimum grade of "C."
10. Be free of mental or physical conditions inimical to effective teaching and complete a speech and hearing screening administered by the communication disorder clinic.
11. Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation from University personnel acquainted with the student, and special interviews with the student may be used to make evaluations in these areas.
12. Have favorable recommendation of the chair of the appropriate major academic area or the recommendation of at least two faculty members with whom the student has or has had courses.
13. Not be on academic probation at the time of making application.



The Administrative Council for Teacher Education may impose further standards not catalogued or change standards which are catalogued as the need arises in order to conform to the standards of the National Council for Accreditation of Teacher Education and the regulations of the Arkansas State Department of Education. Such changes become a part of the Teacher Education Program requirements at the time specified by this Committee.

Every possible effort will be made to counsel the students wisely and adequately; but the students have the responsibility of planning their program so that all requirements are met.

### ADMISSION TO THE SUPERVISED TEACHING SEMESTER

Initial admission to the teacher education program does not guarantee retention in it. At least one semester in advance of the semester during which supervised teaching is to be done, request for admission to supervised teaching should be made by filling out the required application forms available in American Studies 113 and filing them with the Director of Undergraduate Teacher Education. The following deadlines apply: For supervised teaching during a fall semester, applications must be submitted by April 1. For supervised teaching during a spring semester, applications must be submitted by November 1.

No student can be admitted to the supervised teaching semester who has not completed the general education requirements or has not programmed them to the satisfaction of the Committee on Admission to and Retention in Teacher Education.

Applicants for the supervised teaching semester in elementary education must have completed EdFd 201, 203, 307, 309, 320, SpEd 303, EEd 308, 412, 413, and 417, and 15 semester hours selected from Art 211, Biol. 308, Econ. 315, Eng. 350, Geog. 302 or 303, Math 225, Music 116, and P.E. 330, prior to the supervised teaching semester.

Applicants for the supervised teaching semester in secondary education, except for vocational home economics majors, must have completed EdFd 201, 203, 307, 309, 320, SeEd 308 and one course from SeEd 419-431, unless a special methods course is scheduled as a part of the supervised teaching semester. Special methods courses are offered only once a year. They must also have completed, or be able to complete during the supervised teaching semester, the minimum Arkansas certification requirements in the subject-matter area in which supervised teaching is to be done. Students in vocational home economics must have completed EdFd 201, 307, 309, 320, and SeEd 308, 424, Home Ec. 322 or 323.

Applicants for the supervised teaching semester in Special Educational/Mildly Handicapped must have completed EdFd 201, 203, 307, 309, 320, and SpEd 303, 308, 400, 407, 408, 415, and EEd 412, 413; 15 semester hours from Eng. 350, Health Educ. 203, Math 115, 225, and Com D 250, prior to the supervised teaching semester. SpEd 409 may be completed prior to the supervised teaching semester, or it may be completed during the supervised teaching semester.

Two of the courses, EdFd 201, 203, 307, and 309 must be taken in residence at Harding, and it is strongly recommended that all be taken in residence. None of these courses may be taken by correspondence.

To be eligible for admission to the supervised teaching semester, students must:

1. Have been admitted to the Teacher Education Program.
2. File formal application to the supervised teaching semester. This must be filed prior to the semester in which supervised teaching is to be done; before the deadlines stated above.
3. Obtain an up-to-date transcript from the Registrar's Office to file with the application for admission to supervised teaching.
4. Have approval of the counselor of their academic teaching area.
5. Have approval of the professional advisor.
6. Have on file in the office of the School of Education a curriculum plan showing a program of study which has the approval of both their academic and professional advisors.
7. Have completed satisfactorily all catalogued prerequisites for the supervised teaching semester.
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 they are to do supervised teaching. Home economics majors must have a minimum of 32 hours of the home economics requirements completed.
9. Have a minimum cumulative grade point average of 2.50.
10. Have a minimum grade point average of 2.50 in their major teaching area for the secondary program. OR: Have a minimum grade point average of 2.50 in the professional and content and specialization courses required for the elementary or special education major.
11. Not be on academic probation.
12. Have a minimum grade of "C" in each Education course that is required in the particular Teacher Education Program they are following.

### SUPERVISED TEACHING SEMESTER

During the supervised teaching semester, elementary education majors will be enrolled in EEd 403, 404, 441, and 480. Elementary education majors seeking kindergarten certification in addition to elementary must enroll in EEd 442 instead of EEd 441. Special education (mildly handicapped) majors will be enrolled in EEd 403, 404; SpEd 409, 475, and 480. Secondary education majors, except for vocational home economics majors, will be enrolled in SeEd 417, 419-431, 451 or 461, 480; and SpEd 418. Students majoring in vocational home economics will be enrolled in SeEd 417, 424, 451, 480 and SpEd 418. Special methods for secondary teachers, SeEd 419-431, must be taken prior to or concurrent with the supervised teaching semester. Courses required in the supervised teaching semester must be taken in residence at Harding unless approved otherwise by the Dean of the School of Education.



Major in Elementary Education: 72 hours, (12 hours meet General Education requirement) including EdFd 201, 203, 307, 309, 320; EEd 308, 403, 404, 412, 413, 417, 441, 480; SpEd 303. The following content and specialization courses are also included: Art 211; Biol. 308; Econ. 315; Eng. 350; Geog. 302 or 303; Math 225; Music 116; P.E. 330. Elementary education majors must take Math 115, Health Ed. 203 and Pol. Sci. 205. Students seeking certification as a kindergarten teacher must complete EEd 410, 411, and substitute 442 in the place of 441.

Students preparing to teach in secondary schools must include in their programs, EdFd 201, 203, 307, 309, 320, SpEd 308, 417, one course from 419-431, 451 (or 461), 480; SpEd 418; 3 additional hours of social studies from global literacy; and 6 hours of physical education including health education 203 and 3 hours of physical education activity. All students planning to teach on the secondary level must major in a secondary teaching area. Those seeking an additional area of certification must meet minimum Arkansas certification requirements in that teaching area.

Major in Special Education (Mildly Handicapped): 73 hours, (12 hours meet General Education requirement) including EdFd 201, 203, 307, 309, 320; EEd 403, 404, 412, 413; SpEd. 303, 308, 400, 407, 408, 409, 415, 475, and 480. The following content and specialization courses are also included: Com D 250; Eng. 350; Math 225. Special education majors must take Math 115, Health Ed. 203, Geog. 302 or 303 and Pol. Sci. 205.

Students who major in special education may obtain a second certification in elementary education by successfully completing the following courses: Art 211, Biol. 308, Econ. 315, Music 116, P.E. 330. If a second major is desired, a practicum in elementary is also required.

All students certifying to teach are required to take Health Ed. 203, Hist. 101 or 102, Pol. Sci. 205, 6 additional hours in social studies and course credit in mathematics, biology, and physical science are required.

#### EDUCATION FOUNDATIONS (EdFd)

##### 201. INTRODUCTION TO THE PROFESSION. (2) Fall, Spring, Summer.

A study of the teacher in American education. The course is designed to help students make career decisions in education and to introduce students to the profession and American education.

##### 203. HUMAN GROWTH AND DEVELOPMENT (3) Fall, Spring, Summer.

The physical, mental, emotional, social, and psychological development of the human individual. Special attention is given to the application of the principles of psychology to an understanding of human growth and development from infancy through adulthood. It cannot be taken by correspondence. Students must complete fifteen hours of observation and an application for admission into the teacher education program. Fee: \$80.00 (subject to change by ETS).

##### 307. EDUCATIONAL PSYCHOLOGY. (3) Fall, Spring, Summer.

The basic processes and principles of human behavior, the development and growth of man's equipment for learning, the learning process, learning and forgetting, motivation, principles of learning, with special efforts to make application of the principles of psychology to the problems of the classroom teacher. Requires a minimum of 15 hours of laboratory work. Either 307 or 309, preferably both, must be completed in residence at Harding. Neither can be taken by correspondence. Prerequisite: Formal admission to the teacher education program.

##### 309. THE ART AND SCIENCE OF TEACHING. (2) Fall, Spring, Summer.

Theories and research of teaching models and strategies. Students are also introduced to classroom management and human relation skills.

##### 320/520. EDUCATIONAL TECHNOLOGY. (2) Fall, Spring, Summer.

Technical problems related to audio-visual equipment, the value and importance of media to learning and its use in actual teaching situations. Laboratory periods to be arranged. Prerequisite: Formal admission to the teacher education program. Fee: \$16.00.

##### 367. COOPERATIVE EDUCATION. (1-6) Offered on demand.

Cooperative education allows one to expand formal classroom theory into practical career related work experience. The Cooperative Education staff and a faculty member will supervise the work experience. Both written and oral reports will be assigned to assess the educational value of the work experience. Prerequisite: 2.0 GPA, and joint approval of the Director of Undergraduate Teacher Education and the Director of Cooperative Education.

##### 450. STUDIES IN EDUCATION. (1-3)

May be taken for a maximum of 6 hours. Specialized study in a particular field of education.

#### ELEMENTARY EDUCATION (EEd)

##### 308. PRE-STUDENT TEACHING EXPERIENCES. (2) Fall, Spring.

Forty clock hours of field and clinical experiences and one hour of on-campus classroom experiences per week. Fee: \$33.25.

##### 381. KINDERGARTEN PRACTICUM. (3) Fall, Spring.

Practical application of theories and methods in working with preschool children. Students who have completed, or will complete, 441 in grades 1-3 need to take this for only 3 hours. Other students certifying for kindergarten will need to take 383 for 6 hours. Prerequisite: EdFd 201, 203, 307, 309, 410 or 411; a minimum of 15 hours from Art 211, Biol. 308, Econ. 315, Eng. 350; one course from Geog. 302 or 303; Math 225, Music 116, Physical Education 330, and junior standing. Fee: \$66.25.

##### 383. KINDERGARTEN PRACTICUM. (6) Fall, Spring.

Same as 381 except twice as much time must be spent working with pre-school children. Must be taken by students who have completed or will complete, 411 in grade 4 or higher. Prerequisites: Same as for 381. Fee: \$132.50.

##### 403. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. (2) Fall, Spring.

A course designed to acquaint teachers with research, methods, and materials for teaching language arts. Prerequisites: Same as for EEd 441, 442 and SpEd 475. This course should be taken during the supervised teaching semester.

##### 404. METHODS OF TEACHING SCIENCE AND MATHEMATICS IN THE ELEMENTARY SCHOOL. (3) Fall, Spring.

Requires at least 10 hours of laboratory work which includes collection and organization of materials for supervised teaching. Students will have some out-of-pocket expense in developing materials. Prerequisites: Same as EEd 441 or 442. This course should be taken during the supervised teaching semester. Fee: \$16.00.

##### 410. KINDERGARTEN CURRICULUM. (3) Fall, Summer.

Study of techniques of teaching content of the kindergarten curriculum. Minimum of 6 hours of laboratory work. Prerequisite: Admission to the teacher education program.

##### 411. KINDERGARTEN METHODS AND MATERIALS. (3) Spring, Summer.

Objectives, materials and methods of teaching in the kindergarten curriculum. Minimum of 6 hours of laboratory work. Prerequisite: Admission to the teacher education program.

##### 412. DEVELOPMENTAL READING I. (3) Fall, Spring, Summer.

Teaching reading in the primary grades with an emphasis on understanding the nature of reading, readiness skills necessary for successful reading, word recognition skills, comprehension skills, approaches to teaching reading, and diagnostic teaching of reading. Prerequisite: Admission to the teacher education program.

##### 413. DEVELOPMENTAL READING II. (3) Fall, Spring.

Teaching reading in the upper elementary grades with emphasis on diagnostic teaching, structural analysis, vocabulary development, comprehension skills, functional reading skills, study skills, and reading in the content areas. Prerequisites: Admission to the teacher education program.



**417. CLASSROOM ASSESSMENT. (2) Fall, Spring.**

This course is a study of the assessment of elementary school children. It includes a study of the purpose of evaluation and diagnosis of pupils, including information on the construction and interpretation of test results. Prerequisite: Admission to the teacher education program.

**441. SUPERVISED TEACHING: ELEMENTARY. (8) Fall, Spring.**

A minimum of twelve weeks of teaching in a regular school situation under the supervision of a qualified supervising teacher is required. Prerequisites: EdFd 201, 203, 307, 309, 320; EEd 308, 412, 413, 417; a minimum of 15 hours from Art 211, Biol. 308, Econ. 315, Eng. 350, Geog. 302 or 303, Math 225, Music 116, PE 330, and formal admission to the supervised teaching semester. Transfer students who took EdFd 201, 203, 307, or 309 elsewhere, may be requested to do additional laboratory work in the course taken in residence here. Application to the supervised teaching semester must be filed with the Director of Field Experiences the semester prior to the semester in which supervised teaching is to be done. The maximum credit that can be earned during the supervised teaching semester is normally 17 hours, but the Dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the Dean of School of Education. Fee: \$132.50.

**442. SUPERVISED TEACHING — K-6. (8) Fall, Spring.**

A minimum of 12 weeks of teaching in a regular school situation under the supervision of a qualified supervising teacher, including 8 weeks of teaching in grades 1 through 3 and 4 weeks of teaching in Kindergarten. Fee: \$132.50.

**480. SUPERVISED TEACHING SEMINAR. (1) Fall, Spring.**

Meets throughout the student teaching semester. Provides opportunities for relating content in classroom management, instructional strategies, cross-cultural experiences, diagnosing and remediating learning problems, and mainstreaming exceptional children to actual experience. Required of all student teachers during supervised teaching.

**481. STUDENT TEACHING PRACTICUM. (3) Fall, Spring.**

A minimum of four weeks of teaching, or its equivalent, in a regular school situation under the supervision of a qualified supervising teacher is required. This course is available only to those students who need more than the normal twelve weeks of teaching and to those who have satisfied all requirements for admission to the student teaching semester. May be repeated as needed. Fee: \$66.25.

**SPECIAL EDUCATION (SpEd)****303. PSYCHOLOGY OF THE EXCEPTIONAL CHILD. (3) Fall, Spring, Summer.**

A study of those children considered to be exceptional, in reference to their educational and psychological needs, with discussion of all phases and concepts of exceptionality. Prerequisite: EdFd 203 or Psy. 240.

**308. PRE-STUDENT TEACHING EXPERIENCES. (2) Fall, Spring.**

Forty clock hours of field and clinical experiences and one hour of on-campus classroom experiences per week. Fee: \$33.25.

**400. MEASUREMENT AND EVALUATION OF THE EXCEPTIONAL CHILD. (3) Fall.**

Special diagnostic procedure for children who are exceptional, with emphasis on the interpretation and application in the educational process. The course is accompanied with a lab which is required. Prerequisite: Formal admission to the teacher education program.

**407. PRINCIPLES OF BEHAVIORAL MANAGEMENT. (3) Fall, Summer.**

Study of behavioral management principles with special emphasis on behavior modification with attention given to the planning of individualized educational programs for each child. Prerequisite: Formal admission to the teacher education program.

**408. NATURE/NEEDS OF CHILDREN MILDLY HANDICAPPED. (3) Fall.**

Problems encountered by children with learning problems and their specific needs in terms of educational, social, and psychological development. Prerequisite: Formal admission to the teacher education program.

**409. EDUCATIONAL PROCEDURES FOR CHILDREN MILDLY HANDICAPPED. (3) Spring.**

Disorders of auditory and written language, reading, arithmetic, and non-verbal disorders of learning with emphasis placed on the educational and psychological needs of the mildly handicapped students. Prerequisite: Formal admission to the teacher education program. Usually taken during supervised teaching semester.

**415. ADVANCED HUMAN GROWTH AND LEARNING. (3) Spring, Summer.**

Advanced study of the development of the human individual from conception through the young adult. Special attention is given to the application of the principles of the major theories of development. Six hours of observation are required. Prerequisite: EdFd 203 and formal admission to the teacher education program.

**418. EDUCATING THE EXCEPTIONAL CHILD — SECONDARY (2) Fall, Spring.**

A study of the nature and needs of and procedures for mainstreaming the exceptional child in the regular secondary classroom. Required of secondary education teachers during supervised teaching.

**475. SUPERVISED TEACHING: MILDLY HANDICAPPED. (8) Spring.**

A minimum of twelve weeks of teaching under supervision of a qualified supervising teacher. Prerequisites: EdFd 201, 203, 307, 309, 320; SpEd 303, 308, 400, 407, 408, 409, 414, 415; EEd 412, 413; Com D 250, Eng. 350, Math 115, 225; and formal admission to the supervised teaching semester. Application to the supervised teaching semester must be filed with the Director of Field Experience the semester prior to the semester in which supervised teaching is to be done. The maximum credit that can be earned during the supervised teaching semester is normally 17 hours, but the Dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the Dean of the School of Education. Fee: \$132.50.

**480. SUPERVISED TEACHING SEMINAR. (1) Fall, Spring.**

Meets throughout the student teaching semester. Provides opportunities for relating content in classroom management, instructional strategies, cross-cultural experiences, diagnosing and remediating learning problems, and mainstreaming exceptional children to actual experience. Required of all student teachers during supervised teaching.

**481. STUDENT TEACHING PRACTICUM. (3) Fall, Spring.**

A minimum of four weeks of teaching, or its equivalent, in a special education class situation under the supervision of a qualified supervising teacher is required. The course is available only to those students who need more than the normal twelve weeks of teaching and to those who have satisfied all requirements for admission to the student teaching semester. May be repeated as needed. Fee: \$66.25.

**SECONDARY EDUCATION (SeEd)****308. PRE-STUDENT TEACHING EXPERIENCES. (1) Fall, Spring.**

Thirty clock hours of field and clinical experiences and one hour of on-campus classroom experiences per week. Fee: \$33.25.

**416. THE MIDDLE SCHOOL. (3) On demand.**

A practical and contemporary study of methods and materials of teaching in the middle school along with study of the organization and the development of the middle school curriculum. An exploration of future trends in the subject-field content at the middle school level will be explored through discussion, problem solving, and projects.

**417. CLASSROOM ASSESSMENT. (2) Fall, Spring.**

Deals with problems of evaluation; how to improve the grading systems in the school; construction and evaluation of tests; uses and interpretation of test results. Prerequisites: Same as for SeEd 451 or 461. Should be taken during the supervised teaching semester; exceptions must be approved by the Dean of the School of Education.

**419-430. SPECIAL METHODS OF TEACHING HIGH SCHOOL SUBJECTS.**

The courses listed below deal with the curriculum and methods of teaching the various high school subjects. A general or special methods course is either a prerequisite or a corequisite to the supervised teaching semester. Prerequisite: Formal admission to the teacher education program.

**419. METHODS OF MODERN FOREIGN LANGUAGE TEACHING. (3) Fall.**

Instruction in modern methods of language teaching and training in their uses. Required of all students certifying to teach a foreign language on the secondary level. Fee: \$16.00.

**420. TEACHING ART. (3) Spring.**

Technique and methods of teaching art in the secondary school. Required of all art education majors. Fee: \$16.00.



**421. TEACHING BASIC BUSINESS.** (3) Spring.

The objectives and place of business education in the curriculum, the application of methods for the basic business understanding, and techniques and methods of teaching business subjects in the secondary schools. Fee: \$16.00.

**423. TEACHING ENGLISH.** (3) Spring.

Techniques and methods of teaching English in the secondary school. Fee: \$16.00.

**424. METHODS OF TEACHING VOCATIONAL HOME ECONOMICS.** (3) Spring.

Techniques and methods of teaching vocational and occupational home economics in the middle and secondary school. Includes the collection and organization of teaching materials, evaluation, teaching aids, equipment, and management of the department. Fee: \$16.00.

**425. TEACHING MATHEMATICS.** (3) Spring.

Techniques and methods of teaching mathematics in the secondary school. Fee: \$16.00.

**426. SECONDARY MUSIC METHODS.** (3) Spring.

Organization and objectives of music education programs, methods of instruction and the directing of choral organizations in high school. Registration restricted to music majors. Fee: \$16.00.

**427. METHODS AND MATERIALS IN PHYSICAL EDUCATION.** (3) Spring.

A study of methods as they apply to the total program and to the organization, instruction and selection of activities at the classroom level. Fee: \$16.00.

**428. TEACHING SCIENCE.** (3) Fall.

Techniques and methods of teaching science in the secondary school. Fee: \$16.00.

**429. TEACHING SOCIAL SCIENCE.** (3) Fall.

Techniques and methods of teaching social science in the secondary school. Fee: \$16.00.

**430. TEACHING SPEECH.** (3) Fall.

Methods of instructing speech at the secondary level: speech fundamentals, public speaking, discussion, debate, interpretation, radio and drama. Fee: \$16.00.

**431. INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT.** (3) Spring.

This course may be used by departments who choose not to offer a special methods course. Fee: \$16.00.

**451. SUPERVISED TEACHING: SECONDARY.** (8) Fall, Spring.

A minimum of twelve weeks of teaching in a regular school situation under the supervision of a qualified supervising teacher is required. Prerequisites: EdFd 201, 203, 307, 309, 320, one course from 419-431, and formal admission to the supervised teaching semester. SeEd 419-431 may be taken concurrently. Transfer students who took EdFd 307 or 309 elsewhere 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 Director of Field Experiences 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 Dean of the School of Education. Fee: \$132.50.

**461. SUPERVISED TEACHING K-12.** (8) Fall, Spring.

All students certifying in Art or Music must take SeEd 461. Prerequisites for admission are the same as for SeEd 451 except for additional courses that will be designated by the Dean of the School of Education. Read the course description for SeEd 451. Fee: \$132.50.

**480. SUPERVISED TEACHING SEMINAR.** (1) Fall, Spring.

Meets throughout the student teaching semester. Provides opportunities for relating content in classroom management, instructional strategies, cross-cultural experiences, diagnosing and remedial learning problems, and mainstreaming exceptional children to actual experience. Required of all student teachers during supervised teaching.

**481. STUDENT TEACHING PRACTICUM.** (3) Fall, Spring.

A minimum of four weeks of teaching, or its equivalent, in a regular school situation under the supervision of a qualified supervising teacher is required. The course is available only to those students who need more than the normal twelve weeks of teaching and to those who have satisfied all requirements for admission to the student teaching semester. May be repeated as needed. Fee: \$66.25.

**RDNG 110. EFFECTIVE COLLEGE READING.** (2)

Practice and instruction in the basic skills of reading. Students must enroll in Reading Lab 112 for one hour credit.

**RDNG 111. CRITICAL READING AND REASONING.** (2)

Advanced practice and instruction in mastering basic skills in reading. Students must enroll in Reading Lab 113 for one hour credit.

**RDNG LAB 112.** (1)

This lab must be taken when a student enrolls in Reading 110. This lab may be repeated without enrolling in Reading 110.

**RDNG LAB 113.** (1)

This lab must be taken when a student enrolls in Reading 111. The lab may be repeated without enrolling in Reading 111.

**SUGGESTED 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:

**GROUP A — SPRING STUDENT TEACHERS****FRESHMEN**

Eng. 111	T	3	Eng. 171	3
Hist. 101 or 102		3	Hist. 110 or 111	3
Math 115	T	3	Biol. 111	3
Music 101		2	Com O 101	T 3
Bible 112		2	Bible 101	2
Kins. 101		1	Phy. Sci. 111, 112, 113, 115, 116	3
Kins. Activity		1		17
		15		

**SOPHOMORES**

Eng. 211	T	3	Art 101	2
Math 225		3	EdFd. 203	T 3
EdFd. 201	T	2	Health Ed. 203	3
Music 116		3	Bible 211, 213, 215, 234	2
Pol. Sci. 202, Soc. Sci. 301,			Pol. Sci. 205	3
Anthro. 250		3	Kins. Activity	1
Bible 211, 213, 215, 234		2	Elective	2
		16		16

**JUNIORS**

Bible		2	Bible	2
Eng. 350		3	EEd. 412	S 3
Art 211		3	EdFd. 307	S 3
Kins. 330		3	EdFd. 309	S 2
SpEd. 303	S	3	Biol. 308	3
Elective (EEd410)		3	Elective (EEd. 411)	3
		17		16

**SENIORS**

EdFd. 320	S	2	EEd. 404	3
Bible		2	EEd. 403	2
EEd. 413	S	3	EEd. 441 or 442	8
Geog. 302 or 303		3	EEd. 480	1
EEd. 308 (Lab)				14
(sem. before teach)	S	2		
Econ. 315		3		
EEd. 417	S	2		
		17		

T = TEP prerequisite

S = Supervised teaching prerequisite



# GROUP B — FALL STUDENT TEACHERS

## FRESHMEN

Bible 112	2	Bible 101	2
Biol. 111	3	Eng. 111	T 3
Hist. 110 or 111	3	Hist. 101 or 102	3
Com O 101	T 3	Kins. 101	1
Phy. S. 111, 112, 113, 115, 116	3	Math 115	T 3
Kins. Activity	1	Mus. 101	2
	15	EdFd. 201	T 2
		Kins. Activity	1
			17

## SOPHOMORES

Bible 211, 213, 215, 234	2	Bible 211, 213, 215, 234	2
H Ed. 203	3	Music 116	3
Pol. Sci. 205	3	Eng. 211	T 3
EdFd. 203	T 3	Math 225	3
Art 101	2	Art 211	3
Eng. 171	3	Eng. 350	3
	16		17

## JUNIORS

Bible	2	Bible	2
Biol. 308	3	EIEd. 417	S 2
EIEd. 410 (or Elec.)	3	SpEd. 303	S 3
EdFd. 307	S 3	EdFd. 320	S 2
EIEd. 412	S 3	EIEd. 413	S 3
EdFd. 309	S 2	EIEd. 411 or Elec.	3
	16	EIEd. 308	S 2
			17

## SENIORS

EIEd. 404	3	Bible	2
EIEd. 403	2	Geog. 302 or 303	3
EIEd. 441 or 442	8	Pol.Sci. 202, Soc.Sci. 301 or Anth. 250	3
EIEd. 480	1	Econ. 315	3
	14	Elective	2
		Kins. 330	3
			16

T = TEP prerequisite

S = Supervised teaching prerequisite

**ELEMENTARY EDUCATION — Grades K-6. (B.A.):** The program for elementary education majors certifying Grades K-6 will add EIEd. 410, 411, as well as substituting EIEd. 442 for EIEd. 441 as suggested above.

**SPECIAL EDUCATION — MILDLY HANDICAPPED (B.A.):** The following is the suggested program for students majoring in special education:

First Year	F	Sp.	Second Year	F	Sp.
From Eng. 111, 171	3	3	EdFd. 201, 203	2	3
Hist. 101 or 102, & 110, or 111	3	3	Math 225, Pol. Sci. 205	3	3
Math 115, Biol. 111 or 113	3	3	H.Ed. 203, Pol. Sci. 202,		
Mus. 101, Art 101	2	2	Soc.Sci. 301, Anthro 250	3	3
Kins. 101, Com O 101	1	3	Kins. Act, Elective	1	3
Bible 112, 101	2	2	Phy. Sci.	3	
Kins. Act	1		From Bible 211, 213, 215, 234	2	2
	15	16	Geog. 300, Eng. 211	3	3
				17	17

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## Third Year

EdFd 250, SpEd 415	3	F.	Sp.
EdFd 307, Elective	3	3	3
Eng. 350, EIEd 412	3	3	1
EdFd 320, SpEd 409	2	3	3
SpEd 303, SpEd 308	3	2	2
EdFd 309	2	2	2
Bible	2	2	2
	16	16	16

## Fourth Year

SpEd 408, EIEd 403	3	F.	Sp.
EIEd 413, EIEd 404	3	3	2
SpEd 400, SpEd 475	3	3	3
SpEd 407, SpEd 480	3	3	8
Bible	2	3	1
Elective	3	2	2
	17	17	14



## SCHOOL OF NURSING

DEAN: Cathleen M. Smith Shultz, Ph.D., R.N., F.A.A.N.

1993-1994 Harding University Catalog Home Ec. 331, 323; Nursing 100, 200, 202, 203, 205; Psy. 201; and Soc. 203. See the prenursing curriculum outline for suggested course sequencing.

### PROFESSORS:

Cathleen M. Smith Shultz, Ph.D., R.N., F.A.A.N.  
Louise Bradford Suit, Ed.D., R.N.

### ASSOCIATE PROFESSORS:

Helen Lambert, Ed.D., R.N., Associate Dean  
Nancy O'Brien, M.S., R.N.  
Jerry Myhan, M.S.N., R.N.

### ASSISTANT PROFESSORS:

\*Da'Lynn Clayton M.S., R.N.  
JoAnn Smith, M.S.N., R.N.  
Richard Smith, M.S.N., R.N.

### INSTRUCTORS:

Jamie Goslin, M.S.N., R.N.

### LECTURERS:

Dawn Chapman, B.S.N., R.N.  
Linda Evridge, B.S.N., R.N.  
Jackie Harris, B.S.N., R.N.  
Lela Hurd, B.S.N., R.N.  
Sandra Long, B.S.N., R.N.

### ADJUNCT FACULTY:

Jim C. Citty, M.D., F.A.A.F.P.  
Georgia Hobby, M. S.N., R.N.  
Michael Justus, M.D., F.A.A.F.P.  
Sam L. Shultz, M.D., F.A.A.P.  
David Staggs, M.D., F.A.A.F.P.  
Terry Yates, M.D., F.A.A.F.P.

\*On leave of absence 1993-94.

The curriculum covers a period of four years awarding a Bachelor of Science in Nursing (B.S.N.) degree. Graduates with the nursing major are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in any state. Graduates are prepared for generalized positions in professional nursing practice and for beginning graduate study in nursing. Students in the nursing major work with clients in a variety of public and private agencies which serve as clinical facilities.

A minimum cumulative grade point average of 2.00, a 2.50 nursing grade point average, successful completion of a drug dosage and calculation test, and junior standing in the University are required before entering the nursing major. The 2.50 grade point average must be maintained for the degree to be conferred. Priority for admission is given those who have a high Nursing GPA. All prerequisite courses must be completed successfully with a minimum grade of "C" in each before a student may enter the nursing program. The prerequisite courses include: Biol. 113, 271, 275; Chem. 114; Eng. 111;

Required general education courses to be completed before graduation include: Art 101 and Music 101, Math 200; Eng. 171, 211; Hist. 101, 111; 3 hours in physical education activity, including P.E. 101; two courses from the following Global Literacy courses: Foreign Language courses, Int. Stud. 201, Msn. 387, 388, Nurs. 344, 413, Pol. Sci. 202, Anthro. 250 or MSN. 386, Biol. 250, Geog. 300 and Soc. Sci. 301; ComO 101; and a minimum of 8 hours of textual Bible courses including both Old Testament and New Testament courses. Bible 354, Contemporary Christian Ethics, is required; this course is offered every year. Night Bible classes are routinely scheduled as follows: Fall semester odd years, Bible 305, Eighth Century Prophets; Spring semester, Bible 354, Contemporary Christian Ethics; Fall semester even years, Bible 312, Romans; Spring semester odd years, Bible 317, Gospel of John. Nursing 413, Health Care Missions, is an approved equivalent for Bible 389, Health Care Missions.

Progression of students in the program is contingent upon their achieving a grade of "C" or higher in each nursing course with the maintenance of a nursing grade point average of 2.50. For students pursuing a major in nursing, Level I standing refers to students enrolled in the junior year of the major and Level II standing refers to students enrolled in the senior year of the major.

Harding is in compliance with Act 88 of the 1979 Arkansas General Assembly relative to providing validation and challenge examinations for licensed nurses in the nursing program. Any questions regarding validation and challenge examinations or advanced placement for licensed nurses should be directed to the Dean of the School of Nursing.

## ADMISSION

**ADMISSION PROCEDURE:** Interested students should contact the Admissions Office of Harding University. Admission to the University is essential before consideration can be given for admission to the nursing major. Students at the sophomore level who are progressing toward meeting requirements for admission must file an application form with the School of Nursing by October 1 prior to the Fall semester they wish to enter. Students who wish to enter the School of Nursing in the Spring semester must file the application form by March 1 prior to the semester they wish to enter. Applicants who wish to apply after the deadlines will need to contact the Assistant-to-the-Dean in the School of Nursing. Conditional admission is granted to viable candidates (students who will be able to meet requirements before the date of admission). As soon as an applicant meets all admission criteria, the applicant is notified of the unconditional admission status.

Admission application forms may be obtained by contacting the School of Nursing. No final action will be taken on an application until the student has been admitted to the University and all prerequisites have been met.

Admission to the nursing major can be granted only after successful completion of Nursing 100, 200, 202, 203 and 205. Formal transcripts of all college credit granted elsewhere must be submitted to the Registrar. A reference evaluation must also be completed on each applicant prior to admission.



Prior to taking clinical courses, the applicant must present medical certification indicating health status, current immunization, satisfactory blood tests and a tuberculosis skin test (PPD/intradermal) or chest x-ray and other laboratory results as indicated on the School of Nursing health form. Hepatitis B vaccine is required. Current certification in Cardiopulmonary Resuscitation (CPR) is required before taking clinical courses. The student is **strongly encouraged** to have health insurance coverage while at Harding University and disability insurance coverage.

Several tracks exist at Harding for nursing students. The Traditional Track is for nursing students who take nursing courses at Harding in sequence. The Accelerated Track is designed for students who have baccalaureate degrees in other fields, and for nursing majors with a nursing GPA of 3.5 or higher. The Advanced Placement Track is available for students who hold current nursing licensure (licensed practical nurses, licensed psychiatric technical nurses, and registered nurses). All tracks lead to the Bachelor of Science in Nursing degree.

Students transferring into the nursing major without prior nursing courses generally require four additional semesters and a summer to complete degree requirements. Placement in the nursing major is dependent upon successful completion of prerequisite courses and the applicant's level of academic achievement. Any student considering transferring from another nursing program should consult with the Dean of the School of Nursing. These applicants will be appraised individually for placement in the program. Transfer students must complete all the general education courses required for the Bachelor of Science in Nursing degree, including a minimum of 8 hours of textual Bible courses, which include Old Testament and New Testament courses.

High school students are strongly urged to take 2 units of algebra, 2 units of biology, at least 1 unit of chemistry, and 4 units of English. High school graduates who have fewer than 2 units of high school algebra and/or who have an ACT mathematics score less than 26 are strongly encouraged to take Mathematics 105 or an equivalent in the summer preceding the fall semester they plan to enter Harding as freshmen. This helps prepare students for enrolling in chemistry, biology and math courses.

## ADMISSIONS TRACKS

**TRADITIONAL TRACK:** This track is for those students who are non-licensed as nurses and who do not have bachelors degrees in fields other than nursing. Typically the student completes the degree in four academic years of full-time study; part-time study is available.

**ACCELERATED TRACK:** Students who have baccalaureate degrees in other fields and students who have a nursing GPA of 3.5 or higher are eligible for the accelerated track. Prior to enrolling in the accelerated track, all prerequisite courses must be completed (general education prerequisites and pre-nursing prerequisite courses). Students who qualify may also have an advanced placement status if nursing courses have been previously taken.

Accelerated track students may choose to enroll in the traditional track if desired or if unsuccessful in the accelerated track.

Prerequisite Courses:	Hours
*Chemistry 114	4
*Biology 113, 271, 275	11
*English 111	3
*Home Economics 331, 323	6
*Psychology 201	3
*Nursing 100, 200, 202, 203, 205	7
Math 200 (required prior to taking N412)	3
*Sociology 203	3
Global Literacy	3
	<hr/> 43

\*Take prior to admission in the 300 level nursing courses.

### Accelerated Track Schedule:

JUNIOR YEAR	F	S
Nursing 321, 322	1	2
Nursing 350	5	
Nursing 351		5
Nursing 352		5
Nursing 353	1	
Nursing 354	1	
Nursing 360	2	
Nursing 362		2
Nursing 363		2
Nursing 412	3	
Global Literacy, Bible 354	3	2
	<hr/> 16	<hr/> 18
SENIOR YEAR	F	S
Nursing 450		5
Nursing 452	5	
Nursing 453	5	
Nursing 454		2
Nursing 455	2	
Nursing 460	1	1
Nursing 461		2
Nursing 462		2
Bible	2	2
	<hr/> 15	<hr/> 14

NOTE: Bible 354 is a required course. Other Bible requirements may be waived if the applicant has completed a Harding University degree or a degree from another University which required Bible courses to complete the major.



**Note:** At the time of publication, the Advanced Placement Track Policy and Procedure was under review for possible revision. Contact the School of Nursing for further information.

**ADVANCED PLACEMENT TRACK:** The Advanced Placement Track is available to students who hold current nursing licensure (licensed practical nurses, licensed psychiatric technical nurses, and registered nurses). Through passing a standardized examination, credit is awarded for specific nursing courses within the nursing program. The National League for Nursing (NLN) Mobility Profile Tests are used to determine advanced placement status for students with nursing licensure.

**Licensed Practical Nurses.** After completion of prerequisite courses and prior to the semester in which the student enrolls in 300 level nursing courses, the licensed practical nurse takes the following during a scheduled testing session:

- NLN Nursing Mobility Profile I, Book I Foundations of Nursing
- Skills Validation Test
- Drugs and Solutions Test

Upon successful completion of the Nursing Mobility Profile Test, skills validation test, and drugs and solutions test, credit is awarded for Nursing 205, 305, 321, and 322 (6 hours). Students then enter the Traditional Track after completion of prerequisite courses and complete the nursing program.

**Registered Nurses.** Registered nurse students who have completed prerequisite courses are eligible for the Advanced Placement Track. Registered nurse students who wish to complete the Traditional Track may do so.

Prior to the semester in which the student enrolls in 300 level nursing courses, the registered nurse student takes the following examinations during a scheduled testing session:

#### NLN Nursing Mobility II Tests

- Care of the Adult Client
- Care of the Client during Childbearing
- Care of the Child
- Care of the Client with Mental Disorders

In addition, the registered nurse student must take Nursing 315 (4 hours).

Upon successful completion of the NLN Mobility Profile II Test as listed previously, the registered nurse student will be awarded credit for the following courses: Nursing 100, 200, 202, 203, 205, 301, 303, 304, 305, 311, 313, 314, 321, 322, 324, and 334 for a total of 33 hours.

After passing the NLN Mobility Profile II Test and Nursing 315, the registered nurse student enrolls in the senior year of the nursing program and takes the following courses (these courses can be completed in 2 semesters of full-time study; part-time options are available):

#### Advanced Placement RN Schedule

	F	S
Nursing 401, 411	4	3
Nursing 404, 415	2	2
Nursing 405, 421	4	3
Nursing 412, 424	3	2
Nursing 414, 434	2	2
Nursing 444		1
Global Literacy, Bible 354	3	2
	<u>18</u>	<u>15</u>

#### EXPENSES

**ADDITIONAL EXPENSES FOR NURSING MAJORS:** Students should expect some expenses from the time they reach the sophomore nursing courses until the end of the program. Certain nursing courses have fees which pay liability insurance and laboratory supplies which are essential for learning. Other expenses are as follows:

YEAR	ITEM	AMOUNT
Sophomore	Lab coat	20.00
	Nursing 203	25.00
	Nursing 205	80.00
	Gas for Car (\$2 per trip x 5 trips)	10.00
	Stethoscope	20.00
	Blood Pressure Cuff	35.00
Junior	Uniforms	155.00
	Name pin	3.50
	Emblem	3.00
	Bandage scissors	5.00
	Watch with second hand	variable
	Nursing 350	65.00
	Nursing 351	65.00
	Nursing 362	25.00
	Nursing 315 (Advanced Placement Students Only)	130.00
	Gas for Car (\$8 per trip X 42 trips per semester)	336.00
Senior	School pin	50.00
	Senior graduating expenses (uniform, pictures, etc., in addition to University expenses)	100.00
	Pinning Ceremony	50.00
	Nursing 401	375.00
	Gas for Car (\$8 per trip X 42 trips per semester)	336.00

\*Costs listed are approximate and subject to change. Each student must carry liability insurance which is included in the course fees. Students are responsible for their own transportation to all health facilities where learning experiences are provided. Each student must have access to a car during the entire nursing program for individual clinical experiences.

These cost are above the routine University fees tuition charges.



## HONOR SOCIETY

1993-1994 Harding University Catalog

THE EPSILON OMICRON CHAPTER OF SIGMA THETA TAU INTERNATIONAL, INC., a college honor society in nursing, was chartered at Harding University on February 9, 1982. Application for this chapter was made by the local Honor Society of Nursing that was installed in the fall of 1976. Membership in Sigma Theta Tau is by invitation based on demonstration of outstanding qualities in character, leadership, nursing ability, and scholastic achievement.

Student membership is limited to a percentage of each class who meet these criteria. Inductees for membership are accepted annually each Spring Semester.

### MAJOR REQUIREMENTS

#### Prior to Fall 1993:

MAJOR: 61 hours in nursing, including 100, 200, 202, 203, 205, 301, 303, 304, 305, 311, 313, 314, 321, 322, 324, 334, 401, 404, 405, 411, 412, 414, 415, 421, 424, 434 and 444. Nursing electives available are: 344, 402, 403, 406, 413, and 451. N413 may serve as a substitute for a Bible course. A minimum of 10 students must enroll before a nursing elective can be offered; the exception is 451 which may be taken by one student. A minor is not required. See outline of Nursing major at the end of this section. A DOUBLE MAJOR OF NURSING AND VOCATIONAL MINISTRY IS AVAILABLE. SEE REQUIREMENTS AT THE END OF THIS SECTION.

For course descriptions prior to Fall 1993, contact the School of Nursing.

#### Beginning Fall 1993:

MAJOR: 60 hours in nursing, including 100, 200, 202, 203, 205, 321, 322, 350, 351, 352, 353, 354, 360, 362, 363, 412, 450, 452, 453, 454, 455, 460, 461, and 462. N413 may serve as a substitute for a Bible class. A minimum of 10 students must enroll before a nursing elective can be offered. A minor is not required. See outline of Nursing major at the end of this section. A DOUBLE MAJOR OF NURSING AND VOCATIONAL MINISTRY IS AVAILABLE. SEE REQUIREMENTS AT THE END OF THIS SECTION.

#### 100. INTRODUCTION TO NURSING. (1) Fall, Spring, Summer.

An introductory course to acquaint the students with nursing theories, roles and functions. National nursing trends are studied using a historical perspective. Basic concepts of nursing and health care are explored in relation to the patient and the health care delivery system in the United States. The course is open to all university students and is required of students prior to admission into the nursing program. A grade of "C" or higher is required for admission. One and one-half hours lecture/discussion per week.

#### 200. PROFESSIONAL NURSING ISSUES I. (1) Fall, Spring, Summer.

An introductory nursing course to acquaint the student with the School of Nursing and contemporary nursing. The program's mission statement and program outcomes are presented and analyzed. Curriculum concepts of teaching-learning, communication, decision-making, research, nursing process, man, development, leadership and Christian ideals are reviewed in depth. Legal, ethical and credentialing issues are discussed. A grade of "C" or higher in the course is required for admission. One and one-half hours lecture/discussion per week. Prerequisite: Nursing 100.

#### 202. NURSING PROCESS. (1) Fall, Spring, Summer.

An introductory lecture/seminar designed to develop the student's ability to use the nursing process for nursing care of all clients. Nursing process, research process, scientific method, decision-making, and documentation are explored. Two hours per week the first half of the semester with seminar sessions to be arranged the second half of the semester. Prerequisite: Sophomore level or higher with a recommended 2.00 cumulative grade point average or higher.

#### 203. HEALTH ASSESSMENT. (2) Fall, Spring, Summer.

A course designed to further develop and promote the systematic use of the nursing process with a holistic focus on assessment. Emphasis includes systematically assessing the physical, psychological, social, and spiritual dimensions of man while exploring problem-solving, and decision-making. Laboratory sessions provide practice and performance evaluation of nursing assessment skills. One hour lecture-discussion and three hours laboratory per week. Prerequisite: Sophomore level or higher with a recommended 2.00 cumulative grade point average or higher; Nursing 202 and Biology 275 before or concurrent with this course. Fee: \$25.00.

#### 205. NURSING PRACTICE: INTERVENTIONS I. (2) Spring, Summer.

An introductory course that explores skills basic to nursing practice. The University laboratory provides demonstration and practice experiences. Application of skills and nursing process is provided by laboratories arranged in the hospital setting. Four hours laboratory per week and 25 hours of clinical experience. Prerequisite: Sophomore level or higher and Nursing 202, Biology 113 and Biology 275 before or concurrent with a recommended 2.00 cumulative grade point average or higher. Fee: \$80.00.

#### 315. NURSING ROLES AND FUNCTIONS II. (4) Fall, Spring (if sufficient demand).

A course designed to incorporate licensed students into professional nursing. Nursing theories, communication, roles and functions are explored in class and clinical settings. Prior learning is validated using written tests and clinical performance evaluations. The course focuses on the direct care of clients experiencing functional and dysfunctional adaptation. Four hours lecture; additional clinical laboratories to be arranged. Prerequisite: Successful completion of NLN Mobility Profile II Tests and RN licensure. Fee: \$130.00.

#### 321. PHARMACOLOGY AND NURSING I. (1) Fall, Spring.

Introduction to drug classification, pharmo-kinetic properties, expected therapeutic outcomes and associated nursing decisions and interventions are discussed relative to patients of all ages. Content is correlated with co-requisite courses. One and one-half hours lecture per week. Prerequisite: Level I standing and taken concurrently with 351, 352, 362, and 363.

#### 322. PHARMACOLOGY AND NURSING II. (2) Fall, Spring.

Introduction to drug classification, pharmo-kinetic properties, expected therapeutic outcomes and associated nursing decisions and interventions are discussed relative to patients of all ages. Content is correlated with co-requisite courses. One and one-half hours lecture per week. Prerequisite: Level I standing and taken concurrently with Nursing 350, 353, 354, 360 and 412.

#### 344. HEALTH CARE MISSIONS PRACTICUM. (1-8) Offered on demand.

An elective clinical course which focuses on clients of all ages in developing countries or countries outside the USA. Concepts of theory courses are integrated from a theoretical perspective to nursing practice in the care of individuals. Clinical experiences may occur in diverse settings while combining nursing practice with experience in international health care missions. Clinical hours and conferences are arranged. Prerequisite: Level I Standing or permission of the Dean of Nursing.

#### 350. PSYCHIATRIC AND MENTAL HEALTH NURSING. (5) Fall, Spring, Summer.

Theories and concepts are used to provide nursing care for adult/child individual patients and their families with an emphasis on primary, secondary and tertiary prevention. Nursing process as a decision framework is emphasized in class and clinical learning experiences involving adult/child patients with emotional illnesses and mental health needs. Three hours lecture-discussion per week over the entire semester and 13 hours of clinical experience for 7 weeks. Prerequisite: Level I standing. Taken concurrently with 322, 353, 354, 360, and 412. Fee: \$65.00.

#### 351. NURSING ADULTS WITH CHRONIC HEALTH AND REHABILITATION CONCERNS. (5) Fall, Spring.

Theories and concepts are used to provide nursing care for individual adult patients and their families with an emphasis on secondary and tertiary prevention. Nursing process as a decision framework is emphasized in class and clinical learning experiences involving adults with chronic illnesses and rehabilitation needs. Three hours lecture/discussion per week over the entire semester and 13 hours of clinical experience for 7 weeks. Prerequisite: Level I standing. Taken concurrently with 321, 352, 362, and 363. Fee: \$65.00.



**352. NURSING ADULTS WITH ACUTE HEALTH CONCERNS. (5) Fall, Spring.**

Theories and concepts are used to provide nursing care for individual adult patients and their families with an emphasis on primary and secondary prevention. Nursing process as a decision framework is emphasized in class and clinical learning experiences involving adults with acute illnesses and immediate health needs. Three hours lecture-discussion per week over the entire semester and 13 hours of clinical experience for 7 weeks. Prerequisite: Junior standing. Taken concurrently with 321, 351, 362, and 363.

**353. INTERNATIONAL NURSING. (1) Fall, Spring.**

Nursing practice is explored in selected cultures with emphasis on promoting and restoring health. One and one-half hours lecture/discussion per week with some additional observational experience. Prerequisite: Junior standing. Taken concurrently with 322, 350, 354, 360 and 412.

**354. GERONTOLOGICAL NURSING. (1) Fall, Spring.**

Theories and concepts are used to explore and provide nursing care for older adult individuals. Primary prevention of common acute and chronic health problems of older adults are explored. Two hours lecture/discussion or three hours laboratory per week with some additional observational experience. Prerequisite: Level I standing. Taken concurrently with 322, 350, 353, 360 and 412.

**360. NURSING PRACTICE: CONCEPTS I. (2) Fall, Spring.**

Concepts which effect the professional nursing practice of individuals, families, groups and communities are explored primarily using case study methodology. Concepts are correlated with corequisite courses. Two hours lecture/discussion or three hours laboratory per week with some observational experience. Prerequisite: Junior standing. Taken concurrently with 322, 350, 353, 354, and 412.

**362. NURSING PRACTICE: INTERVENTIONS II. (1) Fall, Spring.**

Presents the theoretical base for applying skills and techniques used by professional nurses to provide comfort, safety, ambulation, nutrition, oxygenation, and elimination. Advanced care skills and techniques are emphasized, promoted and practiced using the nursing process framework. One hour lecture and three hours laboratory experience per week. Prerequisite: Junior standing. Taken concurrently with 321, 351, 352, and 363. Fee: \$25.00.

**363. PATHOPHYSIOLOGY FOR NURSING PRACTICE. (2) Fall, Spring.**

Human physiological response to disease, stress and the environment is studied and pathological processes analyzed to determine most appropriate nursing interventions. Two hours lecture/discussion per week. Prerequisite: Junior standing. Taken concurrently with 321, 351, 352, and 362.

**367. COOPERATIVE EDUCATION PRACTICUM. (1-3) Fall, Spring, Summer.**

An elective practicum course designed to meet individualized student learning needs utilizing various clinical settings. Student initiated objectives are matched with the clinical setting; arrangements are coordinated through the campus Cooperative Education Office. The focus of the experience is to augment clinical application of the student's achieved learning level with preceptor and faculty guidance. May be taken immediately prior to or concurrently with any junior or senior nursing course.

**401. NURSING THEORY III. (4) Fall.**

Building on the study of the four dimensions of man, this course focuses on the nursing process as applied to functional and dysfunctional individuals and families. Family theories, cultural concepts, and related theories of reproduction and crisis are presented using various teaching strategies. Four hours lecture-discussion per week. Prerequisite: Level II Standing. May be taken concurrently with Nursing 405 and 412 and Level II Practicum Courses (Nursing 404, 414, 424, 434, 444). Fee: \$375.00.

**404. NURSING PRACTICUM V. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on functional and dysfunctional adaptation of families, groups and communities in a variety of community based practice settings. Using primary care skills, students provide direct, semi-direct and indirect nursing care to clients in a variety of age groups. Concepts of Level I and Level II courses are integrated from a theoretical perspective to nursing practice. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited.

Prerequisite: Level II Standing. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415 and 421.

**405. NURSING ROLES AND FUNCTIONS III. (4) Fall.**

The rural primary health care system and the role of the baccalaureate nurse in providing primary nursing care to functional and dysfunctional clients of all ages within that system are explored. Concepts of decision-making, collaboration, epidemiology and the use of resources are studied. Four hours lecture-discussion per week. Prerequisite: Level II Standing. May be taken concurrently with Nursing 401 and 412 and Level II Practicum courses (Nursing 404, 414, 424, 434, 444).

**411. NURSING THEORY IV. (3) Spring.**

Concepts such as health care planning, negotiation, culture, leadership, management, and missions augment previously learned concepts about the nursing care of individuals, groups, and families experiencing functional and dysfunctional adaptation. The nurse explores the community as a system with the nursing goal of assisting the community to achieve and maintain a functional health state. Prerequisites: Level II Standing. May be taken concurrently with Nursing 415, 421 and Level II Practicum Courses (Nursing 404, 414, 424, 434, 444).

**412. RESEARCH IN NURSING. (3) Fall, Summer.**

Basic research concepts with application to professional nursing practice are introduced. Nursing research is explored and related to current nursing practice. Three hours lecture-discussion per week. Prerequisite: Level I or II Standing, Math 200. Course may be taken by non-nursing students with permission of the Dean.

**413. HEALTH CARE MISSIONS. (2-3) Fall, Spring.**

An elective course designed to acquaint students with the delivery of quality health care and evangelism in developing countries. Classroom discussions include combining health care and evangelistic mission efforts to adapting modern health care modalities with existing resources. Three hours lecture-discussion per week. Prerequisite: Level I or II Standing. Offered on sufficient demand. May be taken for either Bible credit or global literacy credit. If the course is taken for global literacy credit, it must be taken for three hours credit. Note: A Bible course is not required the semester 413 is taken as global literacy credit.

**414. NURSING PRACTICUM VI. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on families experiencing dysfunctions in family structure and reproductive status. Clinical experiences are in a variety of settings where students provide direct, semi-direct and indirect nursing care. Nursing experiences include past hospital follow-up care of families where applicable. Concepts of Level I and Level II courses are integrated from a theoretical perspective to nursing practice. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A two hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level II Standing. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415, 421.

**415. NURSING ROLES AND FUNCTIONS IV. (2) Spring, Fall (if sufficient demand).**

The emerging role of the professional nurse is analyzed and examined. Sociopolitical forces, quality assurance, credentialing, continuing education, expanded nursing functions, coping strategies for the work setting, professional organizations and entry into practice are explored as they affect nursing practice. Two hours lecture-discussion per week. Prerequisite: Level II Standing. May be taken concurrently with Nursing 411, 421 and Level II Practicum courses (Nursing 404, 414, 424, 434, 444).

**421. NURSING THEORY V. (3) Spring, Fall (if sufficient demand).**

An advanced nursing theory course related to man as a system adapting to stress to achieve a functional state in his physical, psychological, social and spiritual dimensions. The concepts of transport, immobility, comfort, and their related theories will be studied in depth for clients representing all age groups using a nursing process framework. This course builds on previous studies in the four dimensions of man. The course is taught using a variety of teaching strategies. Three hours lecture-discussion per week. Prerequisites: Level II Standing; may be taken concurrently with Nursing 411 and 415 and Level II Practicum courses (Nursing 404, 414, 424, and 434).

**424. NURSING PRACTICUM VII. (2) Fall, Spring, Summer (if sufficient demand).**

A clinical course which focuses on the direct, semi-direct and indirect care of hospitalized young clients and their families experiencing functional and dysfunctional adaptation. Concepts of Level I and Level II courses are integrated from a theoretical perspective to nursing practice. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level II Standing. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415, 421.



#### 434. NURSING PRACTICUM VIII. (2) Fall, Spring, Summer (if sufficient demand).

A clinical course which focuses on the direct, semi-direct and indirect care of hospitalized patients experiencing functional and dysfunctional adaptation. Leadership and management principles are applied with faculty and preceptor supervision. Concepts of Level I and Level II courses are integrated from a theoretical perspective to nursing practice. The course is 14.5 hours (plus time for meals and breaks) per week for seven weeks. A one hour weekly conference is to be arranged. Offered twice per semester. Enrollment is limited. Prerequisite: Level II Standing. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415 and 421.

#### 444. NURSING PRACTICUM IX. (1) Fall, Spring, Summer (if sufficient demand).

A clinical course which focuses on the direct and semi-direct care of hospitalized clients experiencing complex dysfunctional adaptation. Students provide nursing care for clients of all ages to tertiary care settings with faculty and preceptor supervision. Concepts of Level I and Level II courses are integrated from a theoretical perspective to nursing practice. The course is 48 clinical hours with seminars to be arranged. Enrollment is limited. Prerequisite: Level II Standing. Recommended to be taken concurrently with N434. May be taken concurrently with Nursing 401, 405, 412 or with Nursing 411, 415 and 421.

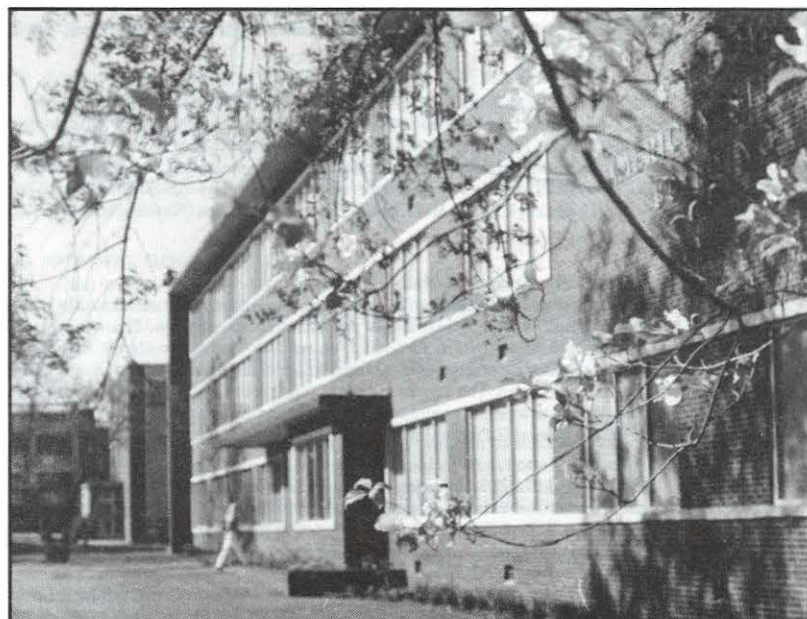
#### 451. INDEPENDENT STUDY. (1-4) Offered on demand.

With nursing faculty guidance, the student develops behavioral objectives appropriate to the topic being studied and a plan of action to achieve the course objectives. The independent study course may be experiential or a directed reading, study or research. Offered each semester upon approval of the Dean of the School of Nursing. May be repeated.

### PROGRAMS FOR THE SCHOOL OF NURSING

The following program is outlined for the student who is planning to make application to the School of Nursing during the sophomore year or later for admission to the nursing program leading to the Bachelor of Science in Nursing degree.

This program assumes that the students have adequate academic preparation from high school and are prepared to do better than average work on a normal load during the first two years of general education and preprofessional



courses. It is assumed that the students will include in their high school program two years of algebra, one year of chemistry, and four years of English. Students who do not have this preparation should plan to attend one or more summer sessions, or a third year of preprofessional study to meet the requirements for admission to the nursing program. Since the mean ACT composite summary score achieved by entering Harding freshmen is approximately 20, students can determine the adequacy of their preparation for college work by checking their composite ACT score.

Satisfactory completion of the outlined curriculum does not automatically admit the student to the nursing program. Formal application for admission to the program must be made to the School of Nursing by October 1. An evaluation of the applicant will be submitted by the faculty teaching the prenursing courses if the student has taken prenursing courses at Harding University. It is most important that prospective nursing majors seek faculty assistance in planning their preprofessional programs of classes. The following suggested program is outlined for the benefit of students.

Students must have a cumulative average of 2.50 or higher in all prenursing courses taken prior to admission to the School of Nursing.

#### Prenursing Curriculum

First Year	F.	Sp.	Second Year	F.	Sp.
*Chem. 114	4		*Bio. 275, 271	4	4
*Bio. 113		3	*Home Ec. 331, 323	3	3
*Eng. 111#, *Psy. 201	3	3	*Nursing 200, 202,		
*Nurs. 100		1	203, 205	4	2
*Soc. 203		3	Eng. 171, 211	3	3
**Hist. 101, 111	3	3	Kins.		1
Kins. 101	1	1	Math 200##		3
Art and Music 101	2	2	Bible Elective	2	2
Bible 112, 101	2	2		17	17
Com O 101	3				
	18	18			

\* These prerequisite courses must be completed with a minimum grade of "C" or higher prior to admission to the School of Nursing.

\*\* If a student wants to take a foreign language to fulfill Global Literacy requirements, History courses can be taken later.

# If a student achieved 20 or less on the ACT English Test, Eng. 102 must be taken prior to taking English 111.

## Math 200 is required for the curriculum. Also, if a student has taken less than two years of algebra in high school, the student is strongly encouraged to take Math. 105 prior to enrolling in Chem. 114 (or during the summer session preceding the fall semester of the first year). Entering freshmen must have achieved a minimum score of 14 on both the English and mathematics part of the ACT to take Chem. 114 during the freshman year.

#### For Transfer Students

Interession or First Session of Summer School: Nursing 100, 200, 202, 203; Second Session of Summer School: Nursing 205

Other required courses will be available in summer school, but 14 hours, or 7 hours each session is the absolute maximum that can be earned. Students



who must take summer courses are urged to contact the School of Nursing, 1993/1994 Harding University Catalog Assistant-to-the-Dean for academic advisement about the summer schedule.

**NURSING (B.S.N.):** The following program is outlined for the third and fourth years of students seeking the Bachelor of Science in Nursing degree. Formal admission to the nursing program is required before a student can enroll in the third-year courses and earn nursing credits toward degree completion. A minimum cumulative grade point average of 2.00 on at least 64 hours, a cumulative nursing grade point average of 2.50 in the **required prenursing curriculum** (courses listed in the prenursing curriculum), and successful completion of a drug dosage calculations test are required for admission. All prerequisite courses must be completed with a minimum grade of "C" [see asterisked (\*) courses above and on preceding page]. Progression of a student in the nursing major is contingent upon achieving a grade of "C" or higher in each nursing course with the maintenance of a nursing grade point average of 2.50 and a cumulative grade point average of 2.00 throughout the nursing major. See the prenursing curriculum for detailed listing of the requirements for admission.



#### PRIOR TO FALL 1993:

Third Year			Fourth Year		
	F.	Sp.		F.	Sp.
Nursing 301, 311	5	5	Nursing 401, 411	4	3
*Nursing 303, 313	2	2	Nursing 404, 424	2	2
Nursing 304, 324	2	2	Nursing 405, 415	4	2
Nursing 305	2	2	Nursing 412, 421	3	3
Nursing 314, 334	2	2	Nursing 414, 434	2	2
Nursing 321, 322	1	1	#Nursing 444	1	1
Bible Elective - N413	2	3	**Global Literacy	3	3
			##Bible 354 or Bible electives	2	2
	16	15		17	18

\* Spring admissions need to take N303 during the fall semester preceding admission into the School of Nursing.

\*\* Course may be elected from Foreign Language courses: Int Studies 201, MSN. 387, 388; Nurs. 344, 413; Pol. Sci. 202; Anthro. 250 or MSN 386; Biol. 250; Geog. 300, and Soc. Sci. 301.

# N444 must be taken concurrently with N434 and the scheduled Monday evening Bible Class.

## Bible 354 is offered every year and is a requirement for graduation.  
N413 Health Care Missions (3) counts for both Bible and Global Literacy requirements.

#### BEGINNING FALL 1993:

#### JUNIOR YEAR

Sequence A		Sequence B	
Nursing 321	1	Nursing 322	2
Nursing 351	5	Nursing 350	5
Nursing 352	5	Nursing 353	1
Nursing 362	1	Nursing 354	1
Nursing 363	1	Nursing 360	2
Bible Elective	2	Nursing 412	3
	15	Bible Elective	2
			16

#### SENIOR YEAR

Sequence A		Sequence B	
Nursing 452	5	Nursing 450	5
Nursing 453	5	Nursing 454	3
Nursing 455	2	Nursing 460	1
Nursing 460	1	*Nursing 461	2
*Nursing 461	2	Nursing 462	2
*Nursing 462	2	Bible Elective	2
Bible Elective	2		15
	19		

\*Professional Nursing Issues II and Capstone Nursing Courses are taken the semester of graduation.

#### FOR STUDENTS INTERESTED IN VOCATIONAL MINISTRY

As outlined elsewhere in the catalog, students interested in a double major of nursing and vocational ministry must follow the curriculum outlined for one of the nursing tracks and take the course work outlined in the catalog for vocational ministry. For the 33 hour vocational ministry major, a minimum of 33 hours (maximum of 49 hours in Bible), including 16 hours of upper-level work, are required. At least 10 hours must be selected from the Textual Division, 10 hours from the Ministry and/or Religious Education Division, 3 hours from the Historical Division, and 3 hours from the Missions Division. In addition, B252 (3 hours), B260, and B411 are required.



# DIRECTORY OF PERSONNEL

## APPENDIX

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University Calendar, 1993-94 (inside front cover) . . . Tentative University Calendar, 1994-95 (inside back cover) . . . Board of Trustees . . . Officers of Administration . . . Faculty for 1992-93 . . . Committees and Administrative Staff . . . Endowment and Scholarship Funds . . . Campus Map . . . Index



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\*ROY H. SAWYER, JR., Sardis, Mississippi

DONALD LEWIS SHORES, Cave Springs, Arkansas

JOHN O. SIMMONS, M.D., Columbia, Tennessee

DEANNA H. SMITH, Memphis, Tennessee

\*Has served as Chairman of the Board of Trustees



## OFFICERS OF ADMINISTRATION 1993-94

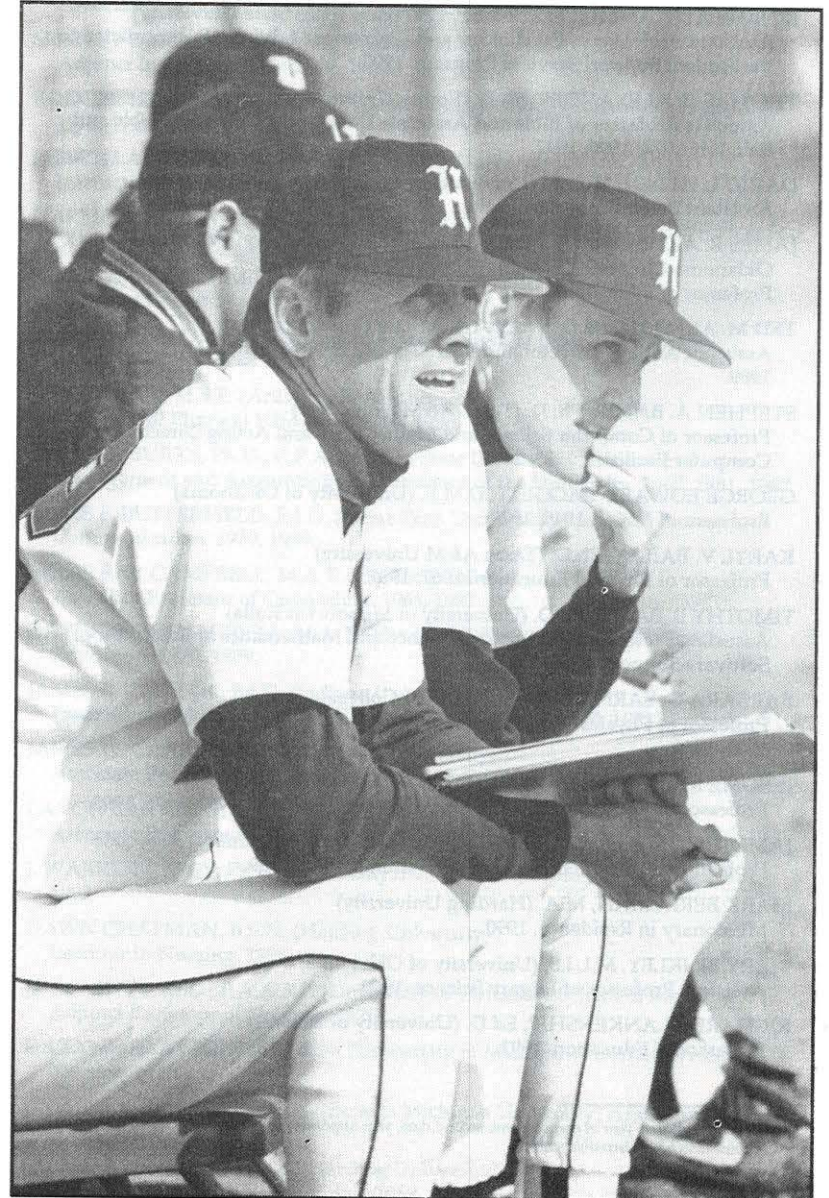
DAVID B. BURKS, Ph.D., C.P.A., President of the University  
 CLIFTON L. GANUS, JR., Ph.D., Chancellor  
 JAMES W. CARR, Ph.D., Executive Vice President and Director of American Studies Institute  
 C. FLOYD DANIEL, B.S., Senior Vice President  
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 LOTT R. TUCKER, JR., B.A., Vice President for Finance  
 JAMES F. CARR, JR., Ed.D., Assistant to the President

BOBBY L. COKER, Ed.D., Dean of the School of Education  
 CARL MITCHELL, Ph.D., Dean of the College of Bible and Religion  
 DAVID S. TUCKER, Ph.D., Dean of the School of Business  
 DEAN B. PRIEST, Ph.D., Assistant Vice President for Academic Affairs and Dean of the College of Arts and Sciences  
 CATHLEEN M. SHULTZ, Ph.D., R.N., Dean of the School of Nursing  
 BILL FLATT, Ph.D., Executive Director and Dean, Graduate School of Religion

JEROME M. BARNES, Ed.D., Director of Special Projects  
 RON FINLEY, M.Ed., Registrar  
 DAVID C. CROUCH, B.S., Director of Public Relations  
 DONALD P. DIFFINE, Ph.D., Director of Belden Center  
 C. ALVIN FOWLER, B.A., CPA, Assistant Vice President for University Relations  
 L. "BUTCH" GARDNER, M.Ed., Dean of Student Services and Assistant Vice President  
 A. EDWARD HIGGINBOTHAM, Ed.D., Director of Placement and Career Counseling  
 WYATT M. JONES, Ed.D., Director of Graduate Studies  
 BOB KELLY, Ed.D., Director of Institutional Testing and Research Services  
 DONALD E. KEE, B.S., M.Env.Sci., J.D., General Counsel  
 RANDY LAMBETH, M.Ed., Academy Superintendent  
 FRANKIE MITCHELL, B.A., Director of Human Resources  
 LEWIS L. MOORE, Ph.D., Director of Counseling  
 JOHN W. NUNNALLY, M.S., Director of Computer and Information Services  
 HARRY OLREE, Ed.D., Director of Athletics  
 ROBERT H. REELY, JR., Ed.D., Director of the Center for Management Excellence and Associate Director of the American Studies Institute  
 BYRON ROWAN, B.S., Assistant Vice President for Finance  
 WILLIAM W. RYAN, Ph.D., P.E., Director of Physical Plant Services

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R. DONALD SHACKELFORD, Th.D., Director of Harding University in Florence  
 SUZANNE SPURRIER, M.L.S., Librarian  
 ZEARL D. WATSON, B.S., Director of Student Financial Affairs  
 MIKE WILLIAMS, B.B.A., Director of Admissions Services  
 DAVID B. WOODROOF, B.A., Director of Educational Media Center





## FACULTY — 1992-93

DANIEL ADAMS, M.F.A. (Stephen F. Austin State University)  
Assistant Professor of Art. 1991.\*

HAROLD ALEXANDER, M.S.E., (Henderson University)  
Assistant Professor of Psychology and Counselor/Advisor/Diagnostician in  
the Student Support Services Program. 1991.

JENENE ALEXANDER, M.S., NCSP, LPC (East Texas State University)  
Assistant Professor of Psychology and Counselor/Advisor/Diagnostician in  
the Student Support Services Program. 1990.

THOMAS C. ALEXANDER, Ph.D. (Emory University)  
Associate Professor of Bible and Associate Dean of the College of Bible and  
Religion. 1978, 1990, 1992.

DAVID L. ALLEN, M.B.A., (University of Central Arkansas)  
Assistant Professor of Accounting. 1987.

JAMES R. ALLEN, M.R.E., Hh.D. (Harding Graduate School of Religion,  
Oklahoma Christian College)  
Professor of Bible. 1959, 1981.

TED M. ALTMAN, Ed.D. (North Texas State University)  
Assistant Athletic Director and Professor of Physical Education. 1963, 1984,  
1989.

STEPHEN A. BABER, Ph.D. (Texas A&M University)  
Professor of Computer Science and Mathematics and Acting Director of  
Computer Facilities. 1983, 1989.

GEORGE EDWARD BAGGETT, D.M.E. (University of Oklahoma)  
Professor of Music. 1949, 1979.

KARYL V. BAILEY, Ph.D. (Texas A&M University)  
Professor of Physical Education. 1967, 1981.

TIMOTHY B. BAIRD, Ph.D. (University of Missouri at Rolla)  
Associate Professor of Computer Science and Mathematics and Director of  
Software Support. 1981, 1991.

BARBARA G. BARNES, M.A.T. (Harding College)  
Professor of Physical Education and Director of Women's Intramurals. 1965,  
1989, 1966.

JEROME M. BARNES, Ed.D. (North Texas State University)  
Professor of Education and Director of Student Projects. 1962, 1976, 1992.

JAMES BEHEL, M.B.A. (University of Alabama at Montgomery) Associate  
Professor of Computer Information Systems. 1981, 1989.

MARK BERRYMAN, M.A. (Harding University)  
Missionary in Residence. 1990.

MARY BINKLEY, M.L.I.S. (University of Oklahoma)  
Assistant Professor of Library Science. 1990.

RICHARD BLANKENSHIP, Ed.D. (University of Denver)  
Professor of Education. 1992.

KENNETH BOHANNON, M.M. (University of Tennessee)  
Adjunct Instructor of Music. 1992.

DEE BOST, M.A.T. (Harding College)  
Assistant Professor of Psychology and Coordinator of the Learning Assistance  
Program and Director of the PASS Program. 1990.

JOHN G. BOUSTEAD, M.Ed. (Wayne State University) Associate Professor of  
Physical Education. 1978, 1985.

NICK BOYD, M.S.E. (University of Arkansas)  
Associate Professor of Physical Education. 1984, 1991.

SHIRLEY BOYD, M.A. (Harding University)  
Adjunct Instructor of German. 1990.

RODGER LEE BREWER, Ph.D. (University of Missouri) Professor of English.  
1973, 1991.

PRISCILLA ANN BROWN, M.S.E. (Harding University)  
Instructor of Education and English. 1990.

HARMON C. BROWN, Ph.D. (University of Missouri at Rolla) Professor of  
Mathematics. 1974, 1984.

PHILIP A. BROWN, M.B.A., (West Virginia University)  
Assistant Professor of Accounting. 1987.

JOE BRUMFIELD, M.A. (Harding Graduate School of Bible and Religion)  
Assistant Professor of Bible. 1992.

JESS G. BUCY, M.S.E. (Arkansas State University)  
Professor of Physical Education. 1969, 1986.

DAVID B. BURKS, Ph.D., C.P.A. (Florida State University) Professor of  
Management and Accounting and President of the University. 1967, 1981, 1987.

LOUIS F. BUTTERFIELD, Ed.D. (Texas Tech University) Associate Professor of  
Communication. 1970, 1989.

EDDIE RAY CAMPBELL, M.A.T. (Harding College)  
Associate Professor of Counseling. 1965, 1987.

KATHRYN R. CAMPBELL, M.A.T. (Harding College) Professor of Health  
Education. 1970, 1989.

JAMES F. CARR, JR., Ed.D. (Indiana University)  
Professor of Education and Assistant to the President. 1970, 1973.

JAMES W. CARR, Ph.D. (Florida State University)  
Associate Professor of Marketing and Executive Vice President. 1987, 1987, 1989.

LAVON CARTER, M.B.A. (University of Georgia)  
Associate Professor of Management. 1976, 1986.

J. WARREN CASEY, Ph.D. (University of Oklahoma) Professor of Music. 1982,  
1992.

DAWN CHAPMAN, B.S.N. (Harding University)  
Lecturer in Nursing. 1991.

JIM C. CITY, M.D., F.A.A.F.P. (University of Tennessee School of Medicine)  
Adjunct Professor of Nursing. 1976.

DA'LYNN CLAYTON, M.S., R.N. (University of Michigan) Assistant Professor of  
Nursing. 1985.

GREGORY CLAYTON, M.F.A. (Eastern Michigan University) Assistant Professor  
of Art. 1985.

CURTIS CLEMENTS, M.S.A. (Harding University)  
Assistant Professor of Accounting. 1989.

\* First date indicates year of employment; second date, year appointed to present rank, third date, year appointed to administrative position.



PAM CLEMENTS, M.S.W. (UALR)

Assistant Professor of Behavioral Science. 1990.

EDDIE CLOER, D.Min. (Harding Graduate School of Religion) Associate Professor of Bible. 1976, 1987.

\*ROSS COCHRAN, M.Th. (Harding Graduate School of Religion) Assistant Professor of Bible. 1986, 1989.

BOBBY L. COKER, Ed.D. (University of Arkansas)  
Professor of Education, Director of Teacher Education and Dean of the School of Education. 1968, 1978, 1979.

MARILEE COKER, M.Ed. (Harding College)  
Adjunct Professor of Education. 1988.

DAVID COLE, Ph.D. (Western Michigan University)  
Associate Professor of Chemistry. 1989.

AVA M. CONLEY, M.A. (Vanderbilt University)  
Professor of Spanish. 1973, 1990.

BOB J. CORBIN, M.Ed. (University of Oklahoma)  
Professor of Physical Education and Research Associate. 1964, 1983.

MONTE COX, B.A. (Harding Graduate School of Bible and Religion)  
Visiting Professor of Missions. 1992.

PATRICIA J. COX, M.Ed. (Harding University)  
Assistant Professor of Music. 1981, 1986.

SHAREN DEACON CROCKETT, M.S., C.H.E. (Ohio State University)  
Professor of Home Economics and Director of Child Development Center. 1968, 1969, 1989.

ELLEN DANIEL, Ed.D. (University of Georgia)  
Associate Professor of Home Economics. 1992.

RETTA DEAN, M.S. (University of Arkansas)  
Adjunct Instructor of Biology. 1988.

DONALD P. DIFFINE, Ph.D. (University of Mississippi)  
Professor of Economics and Director, Belden Center for Private Enterprise Education. 1971, 1982, 1976.

FAYE M. DORAN, Ed.D. (Pennsylvania State University)  
Professor of Art. 1973, 1984.

RONALD H. DORAN, M.S. (University of South Carolina)  
Professor of Biology. 1968, 1991.

MARIBETH DOWNING, Ph.D. (University of Nebraska)  
Professor of Education. 1974, 1989.

ALVA GENE DUGGER, M.S. (University of Missouri at Rolla)  
Professor of Computer Science and Mathematics and Assistant to the Director of Computing Services. 1969, 1981, 1991.

DEBORAH G. DUKE, Ed.D. (Memphis State University)  
Assistant Professor of Math. 1981, 1991.

J. THOMAS EDDINS, M.Th. (Harding Graduate School of Religion)  
Associate Professor of Bible. 1975, 1986.

FERRY L. EDWARDS, M.A. (Butler University)  
Assistant Professor of Humanities. 1984, 1986.

DAVID T. ELLIOTT, M.A.T. (Harding College)  
Associate Professor of Physical Education. 1969, 1984.

MORRIS RAY ELLIS, Ph.D. (Texas Tech University)  
Professor of Communication. 1971, 1990.

MARK ELROD, M.A. (Vanderbilt University)  
Assistant Professor of Political Science. 1987, 1990.

MIKE EMERSON, M.S. (Harding University)  
Assistant Professor of Accounting. 1986, 1989.

JAMES DONALD ENGLAND, Ph.D. (University of Mississippi)  
Distinguished Professor of Chemistry and Chairman of the Department of Physical Sciences. 1960, 1971, 1989.

LINDA EVRIDGE, B.S.N., R.N. (University of Central Arkansas)  
Lecturer in Nursing. 1992.

JAMES R. FERGUSON, Ed.D. (East Texas State University)  
Associate Professor of Marketing and Management. 1987.

LEWIS "TONY" FINLEY, Ed.D. (University of Arkansas)  
Associate Professor of Education. 1984, 1989.

JOHN FORTNER, M.Th. (Harding Graduate School of Bible and Religion)  
Assistant Professor of Bible. 1990.

JAMES FRANK, M.Ed. (Harding University)  
Instructor of Physical Education. 1988, 1990.

DOTTIE FRYE, M.A., (Memphis State University)  
Lecturer in Communication. 1992.

STEVEN FRYE, M.A. (Memphis State University)  
Assistant Professor of Communication. 1989.

CLIFTON L. GANUS, JR., Ph.D. (Tulane University)  
Chancellor of the University and Professor of History. 1946, 1952, 1987.

CLIFTON L. GANUS, III, D.M.A. (University of Colorado)  
Professor of Music. 1968, 1982.

PAUL GARDNER, Ph.D., (Ohio University)  
Adjunct Professor of Business. 1992.

PATRICK H. GARNER, Ph.D. (University of Oklahoma)  
Professor of Communication. 1972, 1987.

JAMIE GOSLIN, M.S.N., R.N. (University of Central Arkansas)  
Instructor in Nursing. 1986, 1990.

KAY GOWEN, M.S. (Arkansas State University)  
Assistant Professor of Communication. 1987, 1991.

KEN HAMMES, Ph.D. (Texas Tech University)  
Associate Professor of English. 1989.

GREG HARNDEN, M.A. (University of Missouri at Kansas City)  
Assistant Professor of Physical Education. 1989.

JACQUELINE HARRIS, B.S.N. (Harding University)  
Lecturer in Nursing. 1991.

FRANKLIN D. HAYES, M.L.S. (George Peabody College)  
Associate Professor of Library Science and Periodicals Librarian. 1975, 1987.

KAYLA HAYNIE, M.A. (Arkansas State University in Jonesboro)  
Adjunct Instructor of English. 1990.

\* On leave of absence 1992-93.



PAUL HAYNIE, Ph.D. (University of Arkansas)  
Assistant Professor of History. 1990.

JENNY HENDERSON, M.A. (Harding University)  
Adjunct Instructor of Music. 1992.

CHUCK HICKS, M.A. (Harding College)  
Adjunct Instructor of Music. 1992.

ANN HOBBS, M.Ed. (Eastern New Mexico University)  
Instructor of Library Science. 1991.

KEN HOBBS, Ph.D., (Oklahoma State University)  
Associate Professor of Psychology. 1989.

WILLIAM W. HOLLOWAY, Ph.D. (North Texas State University)  
Professor of Music and Chairman of the Department. 1966, 1977, 1987.

JEFFREY T. HOPPER, Ph.D. (Rutgers University)  
Professor of Music. 1974, 1992.

JUDY HOPPER, M.Ed. (Harding University)  
Adjunct Instructor of Music Education. 1990.

SHANNON HOUTROUW, M.Ed. (Harding University)  
Instructor of Computer Science. 1991.

KATHY HOWARD, M.S. (University of Arkansas)  
Assistant Professor of Sociology. 1986, 1988.

THOMAS M. HOWARD, Ed.D. (University of Arkansas)  
Professor of Political Science and Director of Institutional Testing. 1972, 1985, 1977.

RONNIE HUCKEBA, M.Ed., (Harding University)  
Assistant Professor of Physical Education. 1988.

LELA HURD, B.S.N., R.N. (Harding University)  
Lecturer in Nursing. 1992.

DWIGHT E. IRELAND, Ed.D. (University of Arkansas)  
Associate Professor of Psychology. 1977, 1987.

ALLAN L. ISOM, Ed.D. (New Orleans Baptist Theological Seminary)  
Professor of Bible. 1963, 1979.

MICHAEL JAMES, Ph.D. (Florida State University)  
Assistant Professor of Communication and Director of Media Productions. 1973, 1987.

\*ALICE K. JEWELL, M.A. (Indiana University)  
Professor of English. 1968, 1990.

FRED R. JEWELL, Ed.D. (Ball State University)  
Professor of History. 1968, 1981.

JOE DALE JONES, M.A. (Harding Graduate School of Religion)  
Associate Professor of Bible. 1975, 1985.

LISBETH JONES, B.A. (Harding College)  
Adjunct Instructor of Music. 1989.

WYATT JONES, Ed.D. (University of Alabama)  
Professor of Education, Associate Dean and Director of Graduate Studies. 1975, 1975, 1988.

\* On leave of absence 1992-93.

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MICHAEL JUSTUS, M.D., F.A.A.F.P. (University of Arkansas)  
Adjunct Professor of Nursing. 1986.

JOHN E. KELLER, Ph.D. (University of Nebraska)  
Associate Professor of Art. 1979, 1988.

ROBERT J. KELLY, Ed.D. (University of Mississippi)  
Professor of Business Education and Director of Institutional Testing and Research Services. 1969, 1984, 1991.

SUSAN KNIGHT, M.S.E. (Harding University)  
Instructor of Art. 1990, 1992.

HELEN LAMBERT, Ed.D., R.N. (University of Arkansas)  
Associate Professor of Nursing and Associate Dean of School of Nursing. 1982, 1986, 1986.

WILLIAM T. LAMBERT, Ed.D. (University of Arkansas)  
Professor of Bible and Director of the School of Biblical Studies. 1982, 1992, 1990.

THEODORE R. LLOYD, M.S. (University of Mississippi) Professor of Physical Education and Sports Information Director. 1964, 1983, 1990.

LARRY R. LONG, Ph.D. (Ohio State University)  
Professor of English and Director of Honors Program. 1976, 1986, 1989.

SANDRA LONG, B.S.N. (Harding University)  
Lecturer in Nursing. 1991.

JAMES E. MACKEY, Ph.D. (University of Mississippi)  
Professor of Physics. 1968, 1978.

WILTON Y. MARTIN, Ed. D. (University of Arkansas)  
Professor of Recreation and Chairman of the Department of Physical Education. 1972, 1984, 1992.

DUANE McCAMPBELL, Ph.D. (University of Arkansas)  
Professor of English and Philosophy. 1969, 1983.

KIM McLARTY, Ed.D. (Vanderbilt University)  
Assistant Professor of Education. 1990.

RANDY MCLEOD, J.D. (Memphis State University Law School)  
Assistant Professor of Business and Associate Dean of the School of Business. 1988, 1990.

MARSHA MCNUTT, M.S. (Harding University)  
Instructor of Physical Science. 1992.

C. ROBIN MILLER, M.F.A. (Memphis State University)  
Associate Professor of Communication. 1980, 1992.

KEN L. MILLER, Ed.D. (Arizona State University)  
Associate Professor of Bible. 1987.

CARL MITCHELL, Ph.D. (University of Southern California)  
Professor of Bible and Dean of College of Bible and Religion. 1989.

JOHN MOON, Jr., Ph.D. (Michigan State University)  
Associate Professor of Biology and Chairman of the Department of Biology. 1991.

LEWIS L. MOORE, Ph.D. (University of Nebraska)  
Professor of Psychology and Director of Counseling. 1970, 1986, 1981.

JAN MORGAN, Ed.D. (Memphis State University)  
Assistant Professor of Education. 1988, 1990.

DEBORAH L. MUELLER, Ph.D. (Utah State University)  
Associate Professor of Biology. 1989, 1991.



RAYMOND LEE MUNCY Ph.D. (University of Mississippi)  
Distinguished Professor of History. 1964, 1976.

LAMBERT E. MURRAY, Ph.D. (Florida State University)  
Professor of Physics. 1982, 1988.

JERRY MYHAN, M.S.N. (University of Tennessee Center for the Health Sciences)  
Associate Professor of Nursing. 1978, 1992.

KEN NELLER, Ph.D. (University of St. Andrews)  
Associate Professor of Bible. 1992.

JAMES D. NICHOLS, Ed.D. (University of Arkansas)  
Professor of Education and Director of Field Experiences. 1977, 1986, 1990.

NANCY LESLIE O'BRIEN, M.S., R.N. (University of Tennessee Center for the Health Sciences)  
Associate Professor of Nursing. 1976, 1981.

BILL W. OLDHAM, Ed.D. (University of Northern Colorado)  
Professor of Mathematics and Director of Mathematics Education. 1961, 1983, 1985.

GEORGE OLIVER, M.S.A. (Central Michigan University)  
Associate Professor of Management and Marketing. 1985, 1985, 1992.

HARRY D. OLREE, Ed.D. (George Peabody College)  
Professor of Physical Education and Director of Research. 1957, 1966, 1960.

DENNIS M. ORGAN, Ph.D. (Texas Tech University)  
Professor of English and Chairman of the Department. 1967, 1979, 1984.

LINA OWENS, Ph.D. (University of Mississippi)  
Assistant Professor of Elementary Education. 1991.

ANN LOUISE PACE, M.S.S.W. (University of Tennessee)  
Associate Professor of Social Work. 1983, 1987.

RON PACHECO, M.S. (University of Missouri-Rolla)  
Instructor of Mathematics and Computer Science. 1991.

JEANINE PECK, Ed.D. (Mississippi State University)  
Professor of Education. 1986, 1992.

RICHARD PECK, Ed.D. (Mississippi State University)  
Associate Professor of Education. 1986, 1989.

DAVID PERKINS, Ph.D. (Texas A&M)  
Assistant Professor of Accounting. 1985.

L.V. PFEIFER, M.Div, M.Th. (Golden Gate Baptist Theological Seminary)  
Professor of Bible. 1973, 1990.

BRYAN PHILLIPS, M.Ed., (Harding University)  
Instructor of Physical Education. 1990.

PAUL M. PITT, M.F.A. (Memphis State University)  
Professor of Art. 1971, 1989.

SHARON PITT, B.A. (Harding College)  
Adjunct Instructor of Communication. 1989.

CHARLES PITTMAN, M.A. (Memphis State University)  
Professor of English. 1962, 1986.

MICHAEL V. PLUMMER, Ph.D. (University of Kansas)  
Professor of Biology. 1970.

J. PAUL POLLARD, Ph.D. (Baylor University)  
Professor of Bible. 1974, 1991, 1988.

1993-1994 Harding University Catalog  
MOLTER L. PORTER, Ph.D. (George Peabody College)  
Professor of Psychology. 1971, 1978.

CAROLYN PRIEST, M.Ed. (Harding University)  
Adjunct Instructor of Reading. 1988.

DEAN B. PRIEST, Ph.D. (University of Mississippi)  
Distinguished Professor of Mathematics, Assistant Vice President for Academic Affairs, and Dean of the College of Arts and Sciences. 1962, 1974, 1991.

C. JOHN PROCK, M.T. (Southwestern Oklahoma State University)  
Professor of Physical Education. 1960, 1981.

MIKE PRUITT, D.A. (Middle Tennessee State University)  
Professor of Physical Education. 1989.

LORI PRYOR, B.B.A. (Harding University)  
Visiting Professor of Sales. 1991.

NEALE T. PRYOR, Th.D. (New Orleans Baptist Theological Seminary)  
Professor of Bible and Vice President for Academic Affairs. 1962, 1975, 1983.

SCOTT RAGSDALE, M.S.E. (Harding University)  
Instructor of Mathematics. 1985, 1988.

ROBERT H. REELY JR., Ed.D. (Auburn University)  
Professor of Management and Associate Executive Director of American Studies Institute. 1980, 1986, 1989.

LARRY RICHMOND, M.Ed. (Harding College)  
Assistant Professor of Physical Education. 1988.

TERRI RINE, M.Ed. (Harding University)  
Lecturer of Home Economics. 1987.

LISA RITCHIE, M.S.E., R.D., L.D. (Harding University)  
Lecturer of Home Economics and Director of Didactic Dietetics Program. 1989.

WARD BRYCE ROBERSON, Ph.D. (Utah State University)  
Professor of Biology. 1964, 1978.

MARVIN H. ROBERTSON, J.D. (University of Arkansas)  
Professor of Business. 1979, 1989.

DON D. ROBINSON, M.A. (Colorado State University)  
Professor of Art and Chairman of the Department. 1962, 1982, 1978.

WILLIAM F. RUSHTON, M.A. (University of Arkansas)  
Professor of Biology. 1960, 1985.

JOHN H. RYAN, Ph.D. (University of Missouri)  
Professor of Communication and Chairman of the Department. 1961, 1987.

WILLIAM W. RYAN, JR., Ph.D., P.E. (University of Texas)  
Associate Professor of Computer Information Systems and Physical Plant Engineer. 1983, 1987.

ED SANDERS, M.A. (Harding Graduate School of Religion)  
Professor of Bible. 1973, 1991.

KEITH SCHRAMM, M.S.E. (University of Central Arkansas)  
Instructor of Physical Science. 1992.

JOE T. SEGRAVES, Ph.D. (University of Kentucky)  
Professor of History. 1963, 1977.

DON SHACKELFORD, Th. D. (New Orleans Baptist Theological Seminary)  
Professor of Bible, Director of Florence, Italy, Program, and Director of Church Relations. 1972, 1981, 1990.



ROBBIE SHACKELFORD, M.Ed. (Harding University)  
Assistant Professor of Humanities. 1990.

ARTHUR L. SHEARIN, D.M.A. (University of Colorado)  
Professor of Music. 1972, 1987.

\*JACK SHOCK, M.A. (University of Arkansas)  
Assistant Professor of Communication. 1985, 1988.

CATHLEEN M. SHULTZ, Ph.D., R.N. (Vanderbilt University)  
Professor of Nursing and Dean of the School of Nursing. 1976, 1986, 1977.

SAM L. SHULTZ, M.D., F.A.A.P. (University of Texas Medical Branch of Galveston)  
Adjunct Professor of Nursing. 1981.

CARROLL W. SMITH, Ph.D. (University of Oklahoma)  
Professor of Chemistry. 1968, 1979.

JOANN SMITH, M.S.N. (University of Washington)  
Assistant Professor of Nursing. 1989, 1990.

RICHARD SMITH, M.N., R.N. (University of Washington)  
Assistant Professor of Nursing. 1989, 1992.

STEPHEN W. SMITH, Ph.D. (Florida State University)  
Professor of Mathematics and Chairman of the Department. 1971, 1979, 1983.

TERRY SMITH, L.C.S.W., A.C.S.W. (University of Arkansas — Little Rock, and M. Div., Abilene Christian University)  
Assistant Professor of Social Work and Director of the Social Work Program. 1985, 1990.

SUZANNE F. SPURRIER, M.L.S. (Indiana University)  
Associate Professor of Library Science and Library Director. 1975, 1990.

DAVID STAGGS, M.D., F.A.A.F.P. (University of Arkansas School of Medicine)  
Adjunct Professor of Nursing. 1976.

BARBARA KARAFFA STATOM, M.Ed. (Bowling Green State University)  
Associate Professor of Business Education and Director of Business Education. 1973, 1984, 1991.

THOMAS R. STATOM, Ph.D. (University of Alabama)  
Professor of History. 1967, 1986.

DAN STOCKSTILL, M.Th., (Harding Graduate School of Bible and Religion)  
Assistant Professor of Bible. 1990.

\*SCOTT STOVALL, M.B.A. (North Texas State University)  
Assistant Professor of Accounting. 1988.

LOUISE TRUEX SUIT, Ed.D., R.N. (Memphis State)  
Professor of Nursing and Curriculum Coordinator of School of Nursing. 1975, 1987, 1985.

GORDON SUTHERLIN, Ed.D. (Memphis State University)  
Associate Professor of Education. 1990.

FRANCIS VAN TATE, Ph.D. (University of Nairobi)  
Professor of Bible and Director of Mission/Prepare Program. 1973, 1986, 1983.

HEBER TAYLOR, Ph.D., (University of Missouri)  
Adjunct Instructor of Journalism. 1989.

\* On leave of absence 1992-93.

BURDETTE HENRY TERRILL, M.S.L.S. (Our Lady of the Lake University)  
Associate Professor of Library Science, Librarian for Government Documents and Interlibrary Loans and Systems Librarian. 1979, 1988.

JACK D. THOMAS, Ph. D. (Texas A&M University)  
Professor of Psychology, Chairman of the Department. 1974, 1982.

LINDA THOMPSON, Ed.D. (Memphis State University)  
Assistant Professor of Psychology and Director of the Student Support Services. 1986, 1990, 1990.

TRAVIS THOMPSON, Ph.D. (University of Arkansas)  
Professor of Mathematics and Assistant to the Dean of College of Arts and Sciences. 1985, 1990, 1987.

DAVID TODD, M.S.E. (Henderson State University)  
Assistant Professor of Physical Education. 1990.

RANDY O. TRIBBLE, M.Ed. (Harding University)  
Assistant Professor of Physical Education. 1981, 1987.

DAVID S. TUCKER, Ph.D., C.P.A. (University of Arkansas)  
Professor of Economics and Dean of the School of Business. 1980, 1992, 1992.

DANIEL C. TULLOS, Ph.D., CCC-SLP (Pennsylvania State University)  
Associate Professor of Communication. 1979, 1988.

EUGENE UNDERWOOD, Ed.D. (East Texas State University)  
Professor of English. 1970, 1985.

BILLY D. VERKLER, Ph.D. (Mississippi State University)  
Professor of Sociology. 1957 1974.

CHARLES R. WALKER, M.S. (University of Illinois)  
Associate Professor of Business and Marketing. 1965, 1984.

JAMES C. WALTERS, Ph.D. (Boston University)  
Associate Professor of Bible. 1979, 1991.

WILL ED WARREN, M.A.R. (Harding Graduate School of Religion)  
Associate Professor of Bible. 1974, 1984.

BETTY WORK WATSON, M.A. (Michigan State University)  
Professor of Elementary Education. 1968, 1986.

REBECCA WEAVER M.C.D., C.C.C.-S.L.P. (University of Mississippi)  
Associate Professor of Communication. 1984, 1991.

NEVA J. WHITE, M.M. (Eastman School of Music)  
Associate Professor of Piano. 1982, 1989.

SHIRLEY ANNE WILLIAMS, M.L.S. (Texas Woman's University)  
Assistant Professor of Library Science and Cataloging Librarian. 1987, 1989.

JOHN WILLIAMS, Ph.D. (Ohio University)  
Associate Professor of English. 1992.

EDMOND W. WILSON, JR., Ph.D. (University of Alabama)  
Professor of Chemistry. 1970, 1979.

ELIZABETH K. WILSON, Ed.D., C.H.E. (Memphis State University)  
Professor of Home Economics and Chair of the Department. 1971, 1991.

JIM WOODROOF, M.A. (Harding College Graduate School of Religion)  
Adjunct Instructor of Bible. 1989.

DOROTHY S. WRIGHT, Dr. de l'Universite (University of Toulouse)  
Professor of French. 1968, 1980.

RAY WRIGHT, D.A. (University of Mississippi)  
Associate Professor of English. 1986, 1990.



WINFRED O. WRIGHT, Dr. de l'Universite (University of Toulouse)  
Distinguished Professor of French and Chairman of the Department of Foreign  
Languages and International Studies. 1966, 1976, 1970.

DON YATES, B.A. (Murray State University) Visiting Lecturer of Computer  
Science. 1987.

FLAVIL YEAKLEY, Ph.D. (University of Illinois)  
Professor of Bible. 1990.

### EMERITI

JAMES D. BALES, Ph.D.  
Professor Emeritus of Bible. 1944, 1980.

MILDRED BELL, Ph.D.  
Professor Emerita of Home Economics. 1952, 1987.

WINNIE BELL, M.A.L.S.  
Professor Emerita of Library Science. 1959, 1990.

NEIL B. COPE, Ph.D.  
Professor Emeritus of Journalism. 1936, 1979.

KENNETH L. DAVIS, JR., D.Mus.  
Professor Emeritus of Music, 1953, 1988.

CONARD HAYS, S.D.  
Professor Emeritus of Bible. 1953, 1987.

ROBERT L. HELSTEN, M.A.  
Professor Emeritus of Bible and German. 1958, 1990.

MAURICE L. LAWSON, M.S.  
Professor Emeritus of Physics. 1954, 1982.

VIRGIL H. LAWYER, M.A.  
Professor Emeritus of History and Social Science. 1961, 1990.

ELIZABETH B. MASON, M.A.  
Professor Emerita of Art. 1946, 1983.

ERLE T. MOORE, Ed.D.  
Professor Emeritus of Music. 1949, 1982.

JOSEPH E. PRYOR, Ph.D.  
Vice President of Academic Affairs Emeritus and Professor Emeritus of  
Physical Science. 1944, 1989.

JACK WOOD SEARS, Ph.D.  
Professor Emeritus of Biology. 1945, 1986.

ANN SEWELL, M.M.  
Associate Professor Emerita of Music. 1961, 1989.

ERMAL H. TUCKER, M.S.  
Professor Emerita of Business Education. 1957, 1982.

BETTY THORNTON ULREY, M.Ed.  
Associate Professor Emerita of English. 1967, 1992.

EVAN ULREY, Ph.D.  
Professor Emeritus of Communication. 1950, 1992.

MURREY W. WILSON, M.A.  
Associate Professor Emeritus of Education. 1957, 1981.

GEORGE WOODRUFF, Ed.D.  
Professor Emeritus of Biology. 1966, 1991.

### 1993-1994 Harding University Catalog

### HARDING ACADEMY

BLAINE ALEXANDER, M.Ed. (Harding University)  
Sixth Grade, Elementary Principal. 1988.

ROBERT ALLEN, B.A., (Harding University)  
Instructor in Spanish and French. 1992.

DIANE ANDERSON, B.A. (Harding University)  
Sixth Grade, 1986.

BILLY RAY BARDEN, M.A.T. (Harding College)  
Instructor in Science and Coach. 1967.

LINDA G. BARDEN, M.Ed. (Harding College)  
Instructor in Business and Social Studies. 1976.

SALLY BEHEL, B.A. (Harding College)  
Resource Director, 1992.

MARK BENTON, B.S. (Harding University)  
Instructor in Science. 1987.

JAMES R. BROWN, M.S. (University of Arkansas)  
Instructor in Mathematics. 1970.

RUTH E. BROWNING, M.A.T. (Harding College)  
High School Librarian, Instructor in Journalism. 1959.

GLENAVE CURTIS, M.Ed. (Harding University)  
Instructor in Home Economics and Bible. 1971.

BILL G. DILES, M.A.T. (Harding College)  
Principal and Instructor in Bible. 1963, 1967.

ERIC DURHAM, B.A. (Arkansas Tech)  
Band, 1990.

BRAD FRANCIS, M.Ed. (Harding University)  
Instructor in Mathematics and Girls Coach. 1989.

JAMAE FULMER, M.S.E. (Arkansas State University)  
Instructor in Business. 1992.

STEVE GAITHER, B.A. (Harding University)  
Instructor in Mathematics. 1992.

SUSAN HARNDEN, M.Ed. (Harding University)  
Third Grade. 1987.

CAROL HENDON, M.A.T. (Harding College)  
Kindergarten, 1981.

CAROLE ISOM, M.Ed. (Harding University)  
First Grade. 1980.

J. CRAIG JONES, M.M. (Memphis State University)  
Instructor in Music and Bible and Director of Chorus. 1977.

RANDY LAMBETH, M.Ed. (Harding University)  
Superintendent. 1979, 1991.

EDWIN LAND, M.S.E. (Arkansas State University)  
Instructor of Computer Literacy and Career Orientation and Guidance  
Counselor. 1974.

MARCIE LLOYD, M.Ed. (Harding College)  
Fifth Grade. 1977.

MELISSA MASTER, B.A. (Harding University)  
Kindergarten. 1992.



MARTHA McKEE, M.Ed. (Texas Wesleyan)  
Curriculum Coordinator. 1990.

BILL MCSPADDEN, M.Ed. (Harding University)  
Instructor in English, Speech. 1987.

GARY MOODY, B.A., (Harding University)  
Health, Physical Education. 1991.

ANN B. NORWOOD, B.A. (Harding College)  
Instructor in Physical Education. 1973.

MONDA OLDHAM, M.S.E. (Harding University)  
Art. 1991.

TREVA PRYOR, B.A. (Harding University)  
Fourth Grade, 1990.

DENNIS RINE, M.Ed. (Harding University)  
Instructor in Physical Education, Social Studies and Bible. 1979.

SHERI SHEARIN, B.A. (Harding University)  
Second Grade. 1987.

BEVERLY STAGGS, B.A. (Harding University)  
Elementary Music. 1991

REBECCA TAYLOR, B.S.E. (Eastern New Mexico University)  
Instructor in English. 1992.

BETH VANRHEENEN, M.A. (North Texas State University)  
Instructor in English. 1990.

JIMMY WALLACE, B.A. (Harding University)  
Instructor in Social Studies and Coach. 1990.

### FACULTY COMMITTEES 1992-93

**ACADEMIC AFFAIRS:** Neale Pryor (Chair), Scott Baine, James F. Carr, Bobby Coker, Ron Finley, Wyatt Jones, Larry Long, Carl Mitchell, Denise Pierce, Dean Priest, Cathie Shultz, Linda Thompson, David Tucker, Beth Wilson, Winfred Wright. Ex-officio: Suzanne Spurrier.

**ACADEMIC RETENTION:** Neale Pryor (Chair), Harold Alexander, Jenene Alexander, Ron Finley, Butch Gardner.

**ADMINISTRATIVE COUNCIL FOR TEACHER EDUCATION:** Bobby Coker (Chair), Michelle Burkett, David Collins, Ellen Daniel, Wyatt Jones, Bob Kelly, Wilt Martin, Kim McLarty, Mary Mosley, Jim Nichols, Dennis Organ, Linda Owens, Bryce Roberson, Gordon Sutherlin, Tony Wood.

**ADMISSIONS:** Mike Williams (Chair), Jerome Barnes, Jim W. Carr, Ron Finley, Bob Kelly, Tod Martin, Jan Morgan, Barbara Statom, Linda Thompson.

**ADMISSION AND RETENTION, SCHOOL OF EDUCATION:** Gordon Sutherlin (Chair), Rod Brewer, Michelle Finley, Fred Jewell, Jan Morgan, Jim Nichols, Linda Owens, Richard Peck, Melissa Plummer.

**ATHLETIC:** Wilt Martin (Chair), Harold Alexander, Ted Altman, Patty Barrett, Tom Eddins, Butch Gardner, Allan Isom, Joe Jones, Marla Lewis, Matt Miller, Harry Olree, Ed Wilson, Ray Wright.

1993-1994 Harding University ~~Grading~~ **CLASS ATTENDANCE:** Pat Garner (Chair), Eddie Baggett, Ken Miller, Barbara Statom.

**CHAPEL ATTENDANCE:** Mark Elrod (Chair), Tom Alexander, Eddie Baggett, Jess Bucy, Maribeth Downing, Suzanne Dunlap, Bill Lambert, Cliff Mims, Arthur Shearin, Randy Tribble. Ex-officio: James Anderson, Peggy Huckleba.

**CHAPEL PROGRAM:** David Burks (Chair), David Allen, Jerome Barnes, Wendy Blades, Craig Copeland, Butch Gardner, Jeff Hopper, Leah Mangrum, Kim McLarty, Carl Mitchell, Matt Ogren, Dean Priest, Neale Pryor, Arthur Shearin, Jack Thomas, Lanny Tucker, Dan Tullos.

**COMPUTER:** John Nunnally (Chair), Tim Baird, Steve Beliech, Bob Kelly, Rowan McLeod, Wayne Milner, Dean Priest, Byron Rowan, Cathie Shultz, Gordon Sutherlin, Henry Terrill, Dan Tullos.

**CONTINUING EDUCATION:** Bob Reely (Chair), Jimmy F. Carr, Da'Lynn Clayton, Bill Harris, David Hurd, Wyatt Jones, Wilt Martin, Denise Miller, George Oliver, Don Shackelford, Cathie Shultz.

**COOPERATIVE EDUCATION:** Ed Higginbotham (Chair), Lou Butterfield, James W. Carr, Ron Finley, Wyatt Jones, John Keller, Helen Lambert, Randy McLeod, Dean Priest, Mike Pruitt, Jack Thomas, Linda Thompson, Beth Wilson.

**COUNSELLING REFERRAL:** Lew Moore (Chair), Ken Hobby, Sherry Pollard, Pat Rice, Will Ed Warren. Ex-officio: Butch Gardner, Peggy Huckleba.

**DISTINGUISHED TEACHER AWARD:** Neale Pryor (Chair), Jim Nichols, Louise Suit, Travis Thompson.

**EXECUTIVE:** David Burks (Chair), Jerome Barnes, James F. Carr, Jim W. Carr, Bobby Coker, David Crouch, Floyd Daniel, Al Fowler, Butch Gardner, Don Kee, Carl Mitchell, Harry Olree, Paul Pollard, Dean Priest, Neale Pryor, Byron Rowan, Cathie Shultz, David Tucker, Lott Tucker.

**FACULTY PROGRAM:** Neale Pryor (Chair), Ann Brown, Warren Casey, Patricia Cox, Gene Dugger, Dwight Ireland.

**FACULTY WELFARE:** Rod Brewer, Bob Corbin, Jeff Hopper, Sherry Pollard, David Tucker, Betty Watson.

**FINANCIAL AID:** Zearl Watson (Chair), Tom Alexander, Ann Guffey, Jane Musick, Byron Rowan, Mike Williams, Pat Young.

**FOOD SERVICE:** Lott Tucker (Chair), Jim W. Carr, Butch Gardner, Charles Liming, Wilt Martin, Beth Wilson.

**GRADUATE COUNCIL:** Wyatt Jones (Chair), Monica Chapman, Bobby Coker, Michael Kelly, Larry Long, Kim McLarty, Bill Oldham, Harry Olree, Jeanine Peck, Neale Pryor.

**HEALTH POLICY:** Allan Isom (Chair), Butch Gardner, Richard Peck, Sherry Pollard, Pat Rice, Ann Schol, Sam Shultz, Joann Underwood, Mike Williams.



**HEALTH SCIENCE:** Ed Wilson (Chair), David Cole, Ron Dorf, 1993-1994 Harding University Catalog  
England, Deb Mueller, Lambert Murray, Bill Oldham, Mike Plummer, Bryce Roberson, Carrol Smith.

**HONORS COUNCIL:** Larry Long (Chair), Jim Carr, Don England, Pat Garner, Deb Mueller, Ray Muncy, Don Robinson, James Walters.

**HOUSING APPEALS COMMITTEE:** Ted Altman (Chair), Maribeth Downing, Bill Harris, Ed Higginbotham, Carla Kearbey, Randy McLeod, Wayne Milner.

**HUF:** Bobby Coker (Chair), Karyl Bailey, Debbie Ganus, Butch Gardner, Jeff Hopper, Wilt Martin, Ray Muncy, Dennis Organ, Winfred Wright.

**LECTURESHIP:** Don Shackelford (Chair), Tom Alexander, David Crouch, Jan Fortner, Bruce McLarty, Ken Miller, Carl Mitchell, Ken Neller, Neale Pryor, Arthur Shearin, Dan Stockstill, Flavil Yeakley.

**LIBRARY:** Ed Wilson (Chair), David Cole, John Fortner, Paul Haynie, John Keller, Donna Kolde, Cliff Mims, Dennis Organ, Dean Priest, Shauna Queen, Marvin Robertson, Terry Smith, Suzanne Spurrier, Gordon Sutherlin, Henry Terrill.

**LYCEUM:** Cliff Ganus, III (Chair), Jerome Barnes, Steve Beliech, Bill Hollaway, Dennis Organ, Jack Ryan, Dan Tullos, Neva White, Ray Wright.

**PHYSICAL PLANT:** Lott Tucker (Chair), Tom Alexander, Maribeth Downing, Morris Ellis, John Keller, Helen Lambert, Lambert Murray, Harry Olree, David Perkins.

**PUBLIC RELATIONS:** James F. Carr (Chair), David Crouch, Floyd Daniel, Al Fowler, Steven Frye, Kay Gowen, Bill Hollaway, David Hurd, Ken Miller, Mike Williams.

**RANK AND PROMOTION:** Neale Pryor (Chair), Don Diffine, John Keller, Larry Long, Mike Plummer.

**SOCIAL WORK:** Terry Smith (Chair), Pam Clements, Kathy Howard, Louise Pace, Jack Thomas.

**SPIRITUAL LIFE:** Larry Richmond (Chair), Barbara Barnes, Eddie Campbell, Pam Clements, Troy Foster, Paul Haynie, Bill Hollaway, Kathy Howard, Peggy Huckeba, Joe Jones, Larry Long, Wade Osburn, Scott Owings, Mike Pruitt, Barbie Smith, Dwight Smith, Lanny Tucker, Becky Weaver, Neva White.

**STRATEGIC PLANNING:** David Burks (Chair), Jerome Barnes, Jim W. Carr, Bobby Coker, Floyd Daniel, Randy Lambeth, Carl Mitchell, Harry Olree, Dean Priest, Neale Pryor, Cathie Shultz, David Tucker, Lott Tucker.

**STUDENT SERVICES:** Wilt Martin (Chair), Tom Alexander, Rod Brewer, Ken Hobby, Kathy Howard, Joe Jones, Helen Lambert, Ted Lloyd, Sarah McJunkins, George Oliver, L. V. Pfeifer, Paul Pollard, Tim Scott, Arthur Shearin, Rebecca Weaver, Beth Wilson. Student Alternates: Kristy Dawdy, Charlie Jarrett.

**STUDENT RETENTION:** Butch Gardner (Chair), Karyl Bailey, Jerome Barnes, James F. Carr, Jim W. Carr, Debbie Duke, James Ferguson, Ron Finley, Ed Higginbotham, Ken Hobby, Lew Moore, Dean Priest, Jack Thomas, Linda Thompson, Betty Watson, Mike Williams, Shirley Williams.

**TRAFFIC APPEALS:** Ervin Sandlin (Chair), Lou Butterfield, Terry Davis, Monica Kimbrell, Louise Pace, Louise Suit, Will Ed Warren.

**WELLNESS ADVISORY:** Wilt Martin (Chair), Bob Corbin, Butch Gardner, Larry Long, Lew Moore, Jerry Myhan, Paul Pollard, Sherry Pollard, Pat Rice, Richard Smith, Beth Wilson.

#### ADMINISTRATIVE STAFF 1993-94

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CLAUDETTE BRATCHER, Secretary

CLIFTON L. GANUS, JR., Ph.D., Chancellor

EDWINA PACE, Secretary

JAMES F. CARR, JR., Ed.D., Assistant to the President

DIANE HAUGHT, Secretary

DONALD E. KEE, B.S., M.Env.Sc., J.D., General Counsel

#### ACADEMIC

NEALE T. PRYOR, Th.D., Vice President for Academic Affairs

Martha Hodges, Secretary

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CAROLYN ANDERSON, B.B.A., Secretary

CARL G. MITCHELL, Ph.D., Dean of the College of Bible and Religion

CAROL KELL, Office Manager *Carma Reiner*

AMY MERRITT, Secretary

DAVID S. TUCKER, Ph.D., Dean of the School of Business

MARTHA BAHLINGER, Secretary

DEAN B. PRIEST, Ph.D., Dean of the College of Arts and Sciences

MARY E. GROVES, Secretary

CATHLEEN M. SHULTZ, Ph.D., R.N., Dean of the School of Nursing

TOD MARTIN, Assistant to the Dean

MELINDA HICKS, Office Manager

SARAH FAULKNER, Administrative Assistant

RON FINLEY, M.Ed., Registrar

WAYNE MILNER, B.B.A., Assistant Registrar

KAREN JOHNSON, Assistant Registrar

THELMA MASON, Secretary/Office Manager

LOU COOK, Receptionist

LAVETA BURKETT, Computer Data Entry Clerk

JANE CAVITT, PACE Data Entry Clerk

CARA GLOVER, Transcript Clerk

*Delisa Santillan*  
STEPHEN BABER, Ph.D., Director of Computer Facilities

DAVID WOODROOF B.A., Director, Educational Media Services

HELEN JAMES, M.A., Director, Copy Center

ALVA GENE DUGGER, M.S., Asst. to the Director of Computing Services

DAVID H. HURD, B.A., Director of Television Studio

DALE GASKIN, Assistant Director of Television Studio



ROBERT KELLY, Ed.D., Director of Institutional Testing  
BRENDA ROACH, Secretary

WILLIAM T. LAMBERT, Ed.D., Director of School of Biblical Studies  
BOBBY PARKS, Assistant Director  
BETTY ALBRIGHT, Secretary

DON SHACKELFORD, Th.D., Director of Program in Florence, Italy  
MARY LOU DAUGHETY, Secretary

FRANCIS VAN TATE, Ph.D., Director of Mission/Prepare Program

#### Department Chairs and Program Directors, School of Education

WYATT JONES, Ed.D., Director, Graduate Studies  
JEAN KELLY, Secretary

JIM NICHOLS, Ed.D., Director, Field Experiences  
PATSY HOWARD, Secretary

LINA OWENS, Ph.D., Chair, Elementary and Special Education  
CECELIA MCLEOD, Secretary

GORDON SUTHERLIN, Ed.D., Chair, Secondary Education, Director of  
Undergraduate Education  
CECELIA MCLEOD, Secretary

#### Department Chairmen, College of Arts and Sciences

DON ROBINSON, M.A., Art Department  
PAT BULLARD, Secretary

JOHN MOON, Ph.D., Biology Department  
BETTY JOHNSON and JACKIE JACKSON, Secretaries

JOHN H. RYAN, Ph.D., Communication Department  
DAWN LOWE, Secretary

DENNIS M. ORGAN, Ph.D., English Department  
MARIANNE SASSI, Secretary

WINFRED O. WRIGHT, Dr. de l'Universite, Department of Foreign Languages  
and International Studies

TOM HOWARD, Ed.D., History and Social Science Department  
WANDA LOYD, B.A., Secretary

ELIZABETH K. WILSON, Ed.D., C.H.E., Home Economics Department  
MEREDITH BOUTELL, B.S., Secretary

STEPHEN W. SMITH, Ph.D., Mathematics and Computer Science Department  
BETTY JOHNSON and JACKIE JACKSON, Secretaries

WILLIAM W. HOLLOWAY Ph.D., Music Department  
MARY LOIS THOMAS, M.Ed., Secretary

WILTON Y. MARTIN, Ed. D., Physical Education Department  
MARGIE BOERSMA, Secretary

DON ENGLAND, Ph.D., Physical Science Department  
BETTY JOHNSON and JACKIE JACKSON, Secretaries

JACK D. THOMAS, Ph. D., Psychology, Social Work and Sociology Department  
VERONICA MATTHEWS, B.A., Secretary

#### Pre-Professional Advisors

Agriculture — WILLIAM F. RUSHTON, M.A.

Architecture — DON ROBINSON, M.A.

Chiropractic — CARROLL W. SMITH, Ph.D.

1993-1994 Harding University Catalog Communication Disorders — REBECCA WEAVER, M.C.D., C.C.C.-S.L.P. and  
DANIEL C. TULLOS, Ph.D., CCC-SLP

Dentistry — RONALD DORAN, M.S.

Engineering — JAMES MACKEY, Ph.D.

Law — TOM HOWARD, Ed.D.

Medical Technology — CARROLL W. SMITH, Ph.D.

Medicine — EDMOND W. WILSON, JR., Ph.D.

Nursing — BRYCE ROBERSON, Ph.D., DEBORAH MUELLER, Ph.D., TOD  
MARTIN, B.B.A., and HELEN LAMBERT, Ed.D., R.N.

Optometry — BILL W. OLDHAM, Ed.D.

Pharmacy — H. DAVID COLE, Ph.D.

Physical Therapy — DEBORAH L. MUELLER, Ph.D.

Social Work — TERRY L. SMITH, L.C.S.W., A.C.S.W.

Veterinary Medicine — MICHAEL V. PLUMMER, Ph.D.

#### GRADUATE COUNCIL

WYATT JONES, Ed.D., Director of Graduate Studies, Chairman  
JEAN KELLY, Secretary

BOBBY L. COKER, Ed.D., Dean, School of Education

LARRY R. LONG, Ph.D., Professor of English

KIM MCLARTY, Ed.D., Assistant Professor of Education

BILL W. OLDHAM, Ed.D., Professor of Mathematics

HARRY D. OLREE, Ed. D., Professor of Physical Education

JEANINE PECK, Ed.D., Associate Professor of Education

NEALE T. PRYOR, Th.D., Vice President for Academic Affairs

#### LIBRARY

SUZANNE F. SPURRIER, M.A., M.L.S., Library Director

TERESA R. BUSS, Secretary to the Director

BELVA BELLCOCK, Acquisitions Technical Assistant

FRANKLIN D. HAYES, M.L.S., M.A.P.H., Periodicals Librarian

HOLLY JAMES, B.A., Periodicals Technical Assistant

BURDETT HENRY TERRILL, M.S.L.S., Government Documents, Interlibrary  
Loan and Systems Librarian

CHRIS A. BROADWAY, B.A., Interlibrary Loan Technical Assistant

RACHEL GIBBS, Government Documents Technical Assistant

MARY A. BINKLEY, M.L.I.S., Circulation & Cataloging Librarian

JERRY MORGAN, B.A., Circulation Technical Assistant

SHIRLEY WILLIAMS, M.A.T., M.L.S., Technical Services Librarian

LOUISE SPEARMAN, Technical Services Assistant

ANN HOBBY, M.Ed., Reference Librarian

#### ATHLETICS

HARRY D. OLREE, Ed.D., Athletic Director

DAWN RUSSELL and JOYCE DICKSON, Secretaries

TED M. ALTMAN, Ed.D., Assistant Athletic Director

WILT MARTIN, Ed.D., Faculty Athletic Representative



THEODORE R. LLOYD, M.S., Sports Information Director  
 BRYAN PHILLIPS, M.Ed., Assistant Sports Information Director  
 BARBARA B. BARNES, M.A.T., Director of Women's Intramurals  
 MIKE PRUITT, D.A. Director of Men's Intramurals  
 PATTY BARRETT, B.A., Cheerleader Advisor  
 JESS BUCY, M.S.E., Baseball Coach  
 JEFF MORGAN, Men's Basketball Coach  
 TIM KIRBY, Assistant Men's Basketball Coach  
 THEODORE R. LLOYD, M.S., Men's and Women's Cross Country and Women's Track Coach  
 BRYAN PHILLIPS, M.Ed., Men's Track Coach  
 LARRY RICHMOND, M.Ed., Football Coach  
 RANDY O. TRIBBLE, M.Ed., RONNIE HUCKEBA, M.Ed., SCOTT RAGSDALE, M.S.E. and JAMES FRANK, M.Ed., Assistant Football Coaches  
 GREG HARNDEN, M.A., Women's Basketball Coach  
 DAVID T. ELLIOTT, M.A.T., Tennis Coach and Assistant Women's Basketball Coach  
 KARYL V. BAILEY Ph.D., Women's Volleyball Coach  
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### BUSINESS AFFAIRS

LOTT R. TUCKER, B.A., Vice President for Finance  
 LATINA DYKES, B.S., Secretary  
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 KARON MASON, Student Payroll  
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 LEROY BAUGUS, Central Receiving Clerk  
 MARY LUALLEN, A.A., Secretary  
 ROGER LUALLEN, M.B.A., Loan Collection Officer  
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 DOLORES J. VALENTINE, Bookkeeper

### Bison Lanes

CHARLES HOWELL, B.A., Manager

### Bookstore

WILLIAM E. BRIDGES, B.S., Manager  
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### 1993-1994 Harding University Catalog Business Office

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 WANDA HUFFSTICKLER, B.S.E.; LISA RAMSEYER, B.A.; MOLLY NOBLE, B.A.; Account Managers  
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 JOANN SHELTON, BILLIE GIBBINS, Window Clerks  
 LORENE POINDEXTER, CINDY CURTIS, TONJA MURRAY, RITA STILLWELL, FELIPA SANTILLAN, Clerks  
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 JIM HUDGINS, Assistant Director, Physical Plant  
 PHYLLISS WRIGHT, Administrative Assistant  
 RONNIE BURKETT, Director of Mechanical and Electrical Services  
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 DIANE WEATHERFORD, Secretary

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 CHARLES HALEY Assistant Shop Foreman

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 DAN CAMPBELL, B.A.; LEONARD EXUM, B.A.; CRAIG RUSSELL, B.A.; JIM MUSICK; MAURICE FISHER; RICHARD YEAGER; UPTON SHELTON; THOMAS YEAGER, Security Officers  
 JOY SLAYTON, Secretary



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GUILFORD RICE, Transportation Officer

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DONNA REEVES, Administrative Assistant

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*Carol Kell* ROSEMARY WILSON, Assistant to the Director of Admissions

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COLE BENNETT, B.B.A., Admissions Counselor

GREG BROWN, B.A., Admissions Counselor

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O. EUGENE WARD, Computer Maintenance Manager

R. LEROY MILLER, M.S., Microcomputer Technician/Purchasing

PHIL SHOWALTER, B.A., Microcomputer Technician

JOHN T. NOAH, B.A., Computer Support Specialist/Lab Manager

LYN BLANSETT, B.A., Programmer/Analyst

KEVIN PENNA, B.B.A., Programmer/Analyst

TERRY OLIVER, Computer Operations Manager

~~JULIE RITTER~~, B.A., Secretary

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ANDREW K. MILLER, B.A., Switch Technician

IRIS CASTLEBERRY, Telephone Office Cashier

BECKY RUDESILL, Switchboard Operator

## TESTING AND RESEARCH

BOB KELLY, Ed.D., Director

BRENDA ROACH, Secretary

## CAREER PLANNING, PLACEMENT, AND COOPERATIVE EDUCATION

EDWARD HIGGINBOTHAM, Ed.D., Assistant to the Executive Vice President and Director of Career Planning and Placement

REBECCA TEAGUE, Secretary

STEVE BELIECH, M.S., International Students Advisor/Career Counselor

DENISE MILLER, J.D., Director of Cooperative Education

GAY BASINGER, Cooperative Education

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PEGGY HUCKEBA, A.D., R.N., Assistant Dean of Students

JAMES ANDERSON, M.Ed., Assistant Dean of Students

PATTY BARRETT, B.A., Director of Housing

PAT RICE, R.N., Director of Health Services

ED HIGGINBOTHAM, Ed.D., Director of Career Planning & Placement

DENISE MILLER, J.D., Cooperative Education

## STUDENT SERVICES STAFF:

KARLA FEAGIN, Office Manager

LANA BAWCOM, Secretary/Assistant Deans

CHARLENE PROCK, Chapel Secretary

SHERRI MORAN, Chapel Secretary & I.D.'s

KAROLYN TERRILL, Secretary Housing Office

VIRGINIA CAMPBELL, Secretary Health Services

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LINDA COX, Director, Kendall Hall

PAM COOK, Director, Sears Hall

JILL VALENTINE, B.A., Director, Pattie Cobb Hall

DORIS DALTON, Director, Stephens Hall

KATRINA TIMMS, B.A., Director, New Married Student Apts.

PEGGY HUCKEBA, A.D.N., Director, Sewell Hall

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BOBBY NIX, Director, Harbin Hall

HAROLD VALENTINE, B.A., Director, Armstrong Hall

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VIRGINIA CAMPBELL, Health Center Receptionist

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C. FLOYD DANIEL, B.S., Senior Vice President

### DEVELOPMENT

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PHIL E. HOGGARD, B.S., Major Gifts Officer  
DONALD E. KEE, B.S., M.Env.Sci., J.S., Director of Financial and Estate Planning  
J. ROWAN MCLEOD, B.A., Assistant Director of Development/Administrative  
STEVE OWENS, B.B.A., M.Ed., Associate Director of Development  
DAVID A. WALKER, B.S., Director of Development, Harding Graduate School of Religion  
ARTHUR C. WOODS, III, B.B.A., Development Officer  
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### ALUMNI

DR. JIMMY CARR, Assistant to President and Director of Alumni Relations  
DORIS COWARD, B.A., Assistant Director of Alumni Relations

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**Endowments and scholarships** and other forms of financial aid have been established by friends of the University in order to assure the permanence of the vital service which Harding is giving.

Endowment Funds are those for which donors have stipulated that the principal of the fund is to remain inviolate in perpetuity and is to be invested for the purpose of producing income. The income may be expended only for the purpose specified by the donor.

**ESTABLISHING ADDITIONAL ENDOWMENT, SCHOLARSHIP, OR LOAN FUNDS:** Studies have shown that for every student in college there is another youth with equal ability who finds it financially impossible to obtain a college education. To invest in these youths is a worth-while work. Harding University invites others to establish similar endowment, scholarship or loan funds.

### ENDOWED CHAIR:

**ROBERT ROY AND CALLIE MAE COONS CHAIR OF BIOMEDICAL SCIENCE:** Established by Irma Coons Terpenning in honor of her parents, formerly professors and department heads at Harding. The chair provides the salary and expenses for one faculty member in the allied health sciences area, making funds available for personal library acquisitions, research, professional development and teaching aids.

### ENDOWMENT FUNDS:

**AMERICAN FOUNDERS ENDOWMENT:** Because of their interest in Christian Education, the men who founded the American Founders Insurance Company presented to Harding for an endowment fund 910 shares of stock.

**J.N. AND WOODSON HARDING ARMSTRONG MEMORIAL ENDOWMENT FUND:** Established by Gertrude and Paine Deese, a niece of the Armstrongs, in their memory and honor. Mrs. Deese and Harding felt it important and appropriate to remember and honor a man and woman who represented the roots and helped lay the foundation of the work at Harding. Income from this fund is to be used to strengthen the entire university program.

**THE JONATHAN EDWARD BEDWELL MEMORIAL ENDOWMENT FUND:** Established by family and friends in memory of Jonathan Edward Bedwell, a student at Harding at the time of his death. Income from this fund is to be used for the general operation of the University.

**CLARK DAVID BELDEN ENDOWMENT FUND:** Established by a generous gift from Lomanco, Inc. of Jacksonville, Arkansas, in memory of its founder, Clark David Belden. The purpose of this fund is to endow the Center for Private Enterprise Education, Harding University School of Business.

**RANDALL B. AND MARY BALES BRANNON ENDOWMENT FUND:** Established by the family in memory of Randall B. Brannon and in honor of Mary Bales Brannon. Income from this fund is to be used each year in the area where it will do the most good for the University.

**FACULTY SALARY ENDOWMENT FUND:** Established by gifts from the Reader's Digest. Income from this fund is applied each year to faculty salaries.

**FORD FOUNDATION ENDOWMENT:** Harding was included in the extremely liberal gift of the Ford Foundation in 1956.

**JULIA BELUE GAMMILL MEMORIAL ENDOWMENT FUND:** Established by family and friends in memory of Julia Belue Gammill. Income from this fund is to be used for the general operation of the University.



**THE HARRY R. KENDALL FUND:** Mr. Harry R. Kendall left a bequest in the form of stock in 1958. The income from the stock is split evenly between the School of American Studies and faculty salaries. None of the stock can be sold for a minimum of twenty years. The income from this trust is accounted for and handled through a separate fund established for this purpose.

**PEARL G. AND ANNA LEWIS MEMORIAL ENDOWMENT FUND:** Established in memory of W.C. and Anna Lewis. Income from this fund is to be used for the Harding Graduate School of Religion Library.

**McCORKLE ENDOWMENT FUND:** Established by J. Warren and Madalon Herren McCorkle of Dallas, TX. Income from this fund is used to advance scholarship and emphasize the training of preachers and foreign missionaries. Interested students should make application to the Office of the President.

**LAMBERT WALLACE ENDOWMENT FUND:** Established in memory of Lambert Wallace, with income to be used to benefit the University.

**NINA GRAYSON WARNOCK ENDOWMENT FUND:** Established by her daughter and three granddaughters, this fund is in honor of and memory of Mrs. Nina Grayson Warnock, a former member of the Harding University Board of Trustees. Income from this generous gift is to be used each year in those areas where it will do the most good for the University.

**W.B. WEST, JR., LECTURE ENDOWMENT FUND:** Established in honor of W.B. West, Jr., to endow the annual Harding Graduate School of Religion Lectureship Program.

**HELEN H. WILSON ENDOWMENT FUND:** Established by Helen H. Wilson of Searcy a friend of young people and of Harding. Income from gifts to this fund is to be used each year in those areas where it will do the most good for the University.

#### SCHOLARSHIP FUNDS:

Scholarship Funds are established for the specific purpose of providing financial aid to qualified students. Selection of recipients will be determined by the fund agreement and in many cases the funds are used to pay for academic and departmental scholarships which you may have already been awarded. Do not apply directly for these scholarships unless a specific person or department is given in the scholarship information.

**SETH ADAMS MEMORIAL SCHOLARSHIP** was established by family and friends in memory of Seth Adams of Fayetteville, Arkansas. The scholarship will be used to assist full-time students.

**THE AMERICAN FOUNDERS SCHOLARSHIP FUND** of \$100 is available to a worthy student on the basis of scholarship and need. This has been established by the American Founders Insurance Company of Austin, Texas.

**KENNETH PAUL ARD MEMORIAL FUND:** Established by the family of the late Kenneth Paul Ard with the income to be used to provide grants to University Chorus members to enable them to participate in summer campaigns. Interested students should make application to the Director of the University Chorus.

**ASSOCIATED WOMEN FOR HARDING NEED-BASED SCHOLARSHIP** was established in 1991 to aid freshman students. Scholarship funds are made possible by the fund raising activities of various AWH chapters throughout the nation. Application should be made to Barbara Barnes, AWH Liaison Officer, in Searcy.

**E.B. BAGGETT MEMORIAL MUSIC SCHOLARSHIP FUND** was established by the family and friends of the late Elmer B. Baggett, with the income being used to assist students who are members of both the Band and either the Concert Choir or the University Chorus. Application should be made before May 1 through the director of one of those musical groups.

**BAKER MEMORIAL SCHOLARSHIP FUND** was established by Mrs. Donna Baker Barlar of Nashville, Tennessee, in memory of her parents, Asa and Mary Ann Morton Baker. From this fund, scholarships are awarded to Christian young men who plan to preach or teach the gospel.

**T.H. BARTON SCHOLARSHIP FUND** was established by Colonel T.H. Barton of El Dorado.

**MILDRED L. BELL HOME ECONOMICS SCHOLARSHIP FUND** was established by faculty, friends and family members as a tribute to Dr. Mildred L. Bell, Chairman of the Harding University Home Economics Department from 1959-1984.

**Z. BENSKY SCHOLARSHIP FUND** was provided through the generosity of Mr. Z. Bensky of Little Rock to provide scholarship aid for a student in dramatics.

**MARGUERITE O'BANION BENSON ENDOWMENT SCHOLARSHIP FUND** was established at the Graduate School of Religion for outstanding young men who are preparing for the ministry.

**PREMEDICAL ENDOWED SCHOLARSHIP FUND** is a \$500 scholarship available to full-time premedicine majors with a minimum 3.25 GPA. Applications may be obtained through the Office of the Dean of the College of Arts and Sciences.

**BOOTH BROTHERS MEMORIAL SCHOLARSHIP FUND**, established by the Booth Family of Searcy as a memorial scholarship fund, allows income to be awarded annually to a Searcy student.

**NATALIE N. BOWEN VOCATIONAL HOME ECONOMICS EDUCATION MEMORIAL SCHOLARSHIP FUND** was established by her two daughters as a lasting memorial. The award is to assist outstanding young women and men who are majoring in vocational home economics education.

**BOYD-PEGAN ENDOWED SCHOLARSHIP FUND** was established by a gift from Glenn and Shirley Boyd in memory of Courtland and Stella Pegan to provide assistance to senior Bible majors who plan to teach.

**HENRY JOHNSON BREEDLOVE SCHOLARSHIP FUND OF PREACHING** for Bible majors. This scholarship will be assigned by (1) Chairman of Bible, (2) Assistant Chairman of Bible, and (3) Bible Professor. The fund is given by Henry Johnson's wife, Agnes Breedlove.

**BREWER-MASON MEMORIAL SCHOLARSHIP FUND** established by friends and relatives of G.C. Brewer, the late minister, to aid worthy students, including Harding Academy.

**THE BUG MAN INC. SCHOLARSHIP FUND** was established by William and Sonja McCauley of Little Rock, Arkansas to provide a scholarship to benefit married students entering their senior year in the School of Business. It shall be administered by the Dean of the School of Business.

**THE BURNS-HARRIS SCHOLARSHIP FUND** was established to assist deserving students majoring in physical science or mathematics.

**W.J. CARR SCHOLARSHIP FUND** was founded by W.J. Carr of Junction City.

**CARR SCHOLARSHIP FOR NURSING** established by Taylor B. Carr of Virginia Beach, VA, and Dr. James F. Carr, Jr., of Searcy, AR, in honor of their parents, James F. and Eula Barrett Carr. Scholarships are available to student nurses who plan to enter medical missions or work in a rural setting or a small city in the United States.

**THE CARTER FAMILY ENDOWED SCHOLARSHIP FUND:** Established by the Paul Carter Family of Bentonville, Arkansas, to provide scholarships for students in the College of Bible and Religion and the School of Business. Applications should be made through the respective Dean's Office.

**CARTER SCHOLARSHIP FUND:** Established by Mr. and Mrs. Paul R. Carter to encourage students, who might not be able to attend otherwise, to enroll at Harding. Preference is given to students from Northwest Arkansas who have financial need.

**JAMES T. CONE MEMORIAL SCHOLARSHIP FUND** was established by the family and friends of James T. Cone, who was Vice Chairman of the Board of Trustees at the time of his death in 1968.



**COONS-FARRAR SCHOLARSHIP FUND** was established to honor the memory of Catherine Farrar Williams and to assist junior and senior students in designated areas of the health care field.

**ELIZABETH J. COUCHMAN MEMORIAL FUND** was established by Mrs. Elizabeth J. Couchman of Winchester, KY, to provide a student scholarship annually.

**ADLAI STEVENSON AND MARGARET PRICE CROOM SCHOLARSHIP** was established in their honor by their children. To be awarded each year to an upper-class male Bible major from Arkansas.

**BRUCE ALAN DAVIS MEMORIAL SCHOLARSHIP** is made available each year by the parents of Bruce Alan Davis. Qualified recipients shall be members of the church of Christ who are planning to do full-time church work after graduation or who are children of missionaries of the church of Christ.

**CARLYLE DOCKERY MEMORIAL SCHOLARSHIP** was established by Nell and Randall Owen in memory and in honor of the late C. C. Dockery of Pine Bluff, Arkansas. Preference will be given to students from the Pine Bluff and southeast Arkansas area and to family members who are descendants of Carlyle Dockery.

**JOHN THOMAS ENGLAND AND HENRY HALL MEMORIAL SCHOLARSHIP FUND** was established in memory of these two men by their children, Wayne B. and Juanita England Hall. The fund is to provide financial assistance to Christian men attending Harding, preference being given to those who are preparing to preach the gospel.

**W.P. EUBANKS MEMORIAL SCHOLARSHIP-LOAN FUND** was established by Mr. E.R. Shannon of Clinton, in memory of Mr. and Mrs. P. Eubanks. From this fund, both loans and scholarships are available.

**FANNING ORPHAN FUND** is available for female students only. One or both parents must be deceased in order to qualify. Scholarships range from \$800 per year and are awarded upon receipt of a formal application. For more information contact: Mr. J.P. Neal, President, Fanning Orphan Scholarship, 421 Cedar Cliff Drive, Antioch, TN 37013.

**FIKE-CROPPER SCHOLARSHIP FUND** was established at the Graduate School of Bible and Religion by Don and Bonnie Fike of Jackson, MS, to assist committed Christians who plan to preach the gospel either at home or abroad.

**C.L. AND LOUISE GANUS SCHOLARSHIP FUND** was established in May 1987, upon his retirement by friends of the Ganuses to provide scholarships to deserving students.

**GROVER S. AND CAROL L. GARRETT ENDOWED SCHOLARSHIP FUND** was established by the Garrett family to assist financially needy, full-time students.

**GEORGIA YOUTH FOUNDATION SCHOLARSHIP FUND:** As funds are available, scholarships are provided by the Georgia Youth foundation for students from the State of Georgia. Awards are based on financial need.

**DR. L.K. HARDING MEMORIAL SCHOLARSHIP FUND** was created by Mrs. L.K. Harding in memory of her husband Dr. L.K. Harding, the eldest son of James A. Harding, for whom the University is named.

**KATHRYN GWEN HARKER SCHOLARSHIP FUND** was established by Jack L. Harker to honor the memory of his daughter, Kathryn, and to aid full-time students in the School of Nursing.

**MARY ANN WHITAKER HARRIS MEMORIAL SCHOLARSHIP FUND** was established by Jack Harris as a memorial to his wife, Dr. Mary Ann Harris, who taught in the Harding University School of Education. This scholarship fund is designated to assist students in the School of Education, with preference given to elementary education majors.

**LAWRENCE G. HAYS SCHOLARSHIP FUND** was established to assist young men majoring in Bible and Missions. Interest earned from the fund will provide the scholarship aid each year.

**HERBERT AND JULE HEFFINGTON MEMORIAL SCHOLARSHIP FUND** was established to assist deserving students. Consideration shall be given in the following order: 1) Students who are members of the Holden Avenue Church of Christ in Newport, Arkansas; 2) Students from the Newport, Arkansas area; 3) Students from the Northeast Arkansas area; 4) Students from the State of Arkansas; and 5) any student who has financial need.

**MARION ELLSWORTH AND ELIZABETH WARNER HENDRICKSON SCHOLARSHIP FUND** was established in their memory by their daughter, Mrs. Ruth Utterback of Ashland, WI, to help capable nursing students.

**JOHN H. AND ADA P. HINES ENDOWED SCHOLARSHIP FUND** was established in their memory by their daughter, Margaret L. Hines and their son, Paul Harding Hines. John H. Hines was a gospel preacher for 60 years. While still a young man, he was encouraged by James A. Harding to become a preacher. Income from this fund is to provide financial assistance to "worthy young men preparing to preach Christ," in the words of John H. Hines.

**MICHAEL JOHN AND CHARLES JOHN, JR., SCHOLARSHIP FUND** was established by the Seoul Area Command Church of Christ of Seoul, Korea, to provide aid to dependents of career military people and to veterans of the armed forces who are majoring in Bible or Nursing at Harding or are enrolled in the two-year School of Biblical Studies.

**JESSE H. JONES AND MARY GIBBS JONES SCHOLARSHIPS**, established through the generosity of Jesse H. Jones and Mary Gibbs Jones of Houston, Texas, provide a fund of \$2,000 annually to finance scholarships for young men and women of outstanding ability in the American Studies Program. Individual scholarships vary from \$230 to \$500 annually.

**HOUSTON T. KARNES ENDOWMENT SCHOLARSHIP FUND** was established by Mrs. Houston T. Karnes and friends of Dr. Karnes to honor his memory by providing scholarship assistance to those selected by the Dean of the Graduate School of Religion and the Scholarship Committee of the Graduate School.

**DENZIL KECKLEY MEMORIAL SCHOLARSHIP FUND**, established by Mabel Dykes Keckley of Atlanta, Georgia, in memory of her husband.

**WILLIAM F. AND LIZADA LATHAM MEMORIAL SCHOLARSHIP FUND** was established by Ethel and Pearl Latham to honor their parents and to provide assistance to qualified, full-time students (Undergraduate or HSBS) who are preparing to preach or teach the gospel on a full-time basis after graduation.

**MRS. PAULINE LAW SCHOLARSHIP FUND**, established by the will of Mrs. Pauline Law of Granite, Oklahoma, permits the interest from the fund to be used for scholarships for ministerial students selected by the University.

**JIM BILL MCINTEER SCHOLARSHIP FUND:** Established by friends of Jim Bill McInTeer to provide scholarships to deserving students with preference to students from the Nashville, Tennessee, area.

**C.C. MCQUIDDY MEMORIAL SCHOLARSHIP FUND** established by the family of the late C.C. McQuiddy to assist a worthy student.

**MAXIE O'DANIEL MASSIE SCHOLARSHIP FUND** at Harding Graduate School of Religion was established by Hulette J. Massie for the benefit of students from the state of Mississippi or who plan to work in Mississippi.

**MISSIONARY CHILDREN'S SCHOLARSHIP** established by Mr. and Mrs. J.C. Shewmaker for scholarships to students with the financial need. Preference to students whose parents have served fifteen years or more in the mission field.

**NONA MEADOWS SCHOLARSHIP** established in honor of Nona Meadows by her three sons, Mike, Rusty, and Scott. This scholarship is to be given to a full-time student with financial need with preference to be given to students from El Dorado, AR.



**THE MOSBY-THOMASON SCHOLARSHIP** was established by Eddie and Pam Mosby to honor their respective parents, Mr. and Mrs. Edward Mosby and Mr. and Mrs. Robert Thomason. The Mosby scholarship is for students enrolled in the College of Bible and Religion preparing for service to the church through preaching or mission ministries with special attention given to international students, particularly from Africa, who plan to return to work in their homeland. The Thomason scholarship is for students at the Harding Graduate School of Religion who are preparing for service to the church through preaching or mission ministries.

**WILLIAM P. AND FRANCES B. NEAL ACCOUNTING SCHOLARSHIP FUND** was established by Mr. and Mrs. Neal of Cleveland, Mississippi, to provide grants to qualified junior or senior accounting majors.

**ORPHAN SCHOLARSHIP:** A student who is officially a resident of a children's home will receive a 1/2 tuition scholarship upon approval by President David B. Burks.

**NEAL PEEBLES SCHOLARSHIP FUND**, established by the will of Neal Peebles of Searcy, permits the interest of the fund to be used for scholarships of deserving students selected by the University.

**MILTON H. AND SAM W. PEEBLES MEMORIAL SCHOLARSHIP FUND** was started by friends of Lt. Sam W. Peebles, Jr., a graduate of 1938, who was killed in service on November 22, 1944. Subsequently amended to honor Milton H. Peebles, an alumnus and long-time Board member who died June 26, 1981.

**E.L. "BUCK" PERRY AND MARJORIE S. "BUD" PERRY HARDING UNIVERSITY SCHOLARSHIP FUND** was established by Mr. Perry in honor of his wife, Marjorie S. "Bud" Perry, to provide funds for needy students to be able to get a college education at Harding. Marjorie Perry was a full partner in all the varied family activities. She was an excellent business woman, active in church activities, and helpful to many students both in this country and around the world in getting a college education. The Perrys have sponsored many foreign students, enabling them to get an education in the United States. Both "Buck" and "Bud" Perry have had as their motto "Knowledge is the Key to Success" and they believed this with all their hearts. Their statement was "What better place to get 'knowledge' than at a Christian education facility such as Harding University." Harding University and its students for years to come will be thankful to both E.L. "Buck" Perry and Marjorie S. "Bud" Perry for their beliefs and financial help in making possible an education for many deserving youngsters.

**DUANE E. PRIEST MEMORIAL FUND** was established by friends in memory of Duane E. Priest to be used as a scholarship for pre-medical students.

**JAMES WILKES PUGH SCHOLARSHIP FUND:** Established by the will of James Wilkes Pugh of Amarillo, Texas. Provides scholarship aid to students majoring in the Natural Sciences and maintaining a "B" average. Priority to students who reside in the Ozark Mountains of Northern Arkansas and Northeastern Oklahoma.

**NITA MCGLOTHLIN RAMPEY ENDOWED SCHOLARSHIP FUND** was established in her memory by her husband to help assist outstanding young men and women to receive a quality Christian education.

**A. K. RAMSEY MEMORIAL SCHOLARSHIP FUND:** Established in memory and honor of A. K. Ramsey for his thirty-five years of service as a preacher for the churches of Christ in Louisiana to provide scholarships for Bible majors. Preference is given to students from Louisiana.

**READERS DIGEST FOUNDATION SCHOLARSHIP FUND** is an endowment fund whose interest provides scholarship aid to a deserving student.

**KIM RICHARDS SCHOLARSHIP FUND** was established by Mr. and Mrs. M.T. Richards in memory of their daughter to provide financial assistance to a worthy student from Southern Illinois or Southern Florida.

**WILLA MAE RICHTER MEMORIAL SCHOLARSHIP FUND** was established by Mr. and Mrs. Thomas Barr in memory of Mrs. Barr's mother to provide financial assistance to worthy students.

**GEORGE M. ROBERTS MEMORIAL SCHOLARSHIP FUND** provides financial assistance to a senior boy or girl who has financial need and who is a good student and a good citizen of Harding.

**LAWRENCE AND BERNICE RODERICK ORPHAN ENDOWED SCHOLARSHIP FUND** was established to assist deserving students with special consideration given to orphans. Awards will be based on financial need, scholastic ability, diligence, and industriousness.

**HERBERT AND BETTYE ROBERTSON SCHOLARSHIP FUND** provides from the interest a scholarship to a financially deserving White County resident who is achieving a satisfactory academic record at Harding.

**KENNETH ROSE SCHOLARSHIP FUND** was established by the family and friends of Kenneth Rose to honor his memory by providing scholarship aid to selected University students exemplifying the qualities of Kenneth Rose. Students must be entering their senior year of college having completed at least three semesters at Harding. Application should be made to Dr. Ed Wilson, Professor of Physical Science.

**L.O. SANDERSON MUSIC SCHOLARSHIP** was established to honor L.O. Sanderson and to assist junior and senior music majors who show promise in the area of music composition, church related.

**ROY SAWYER, SR., SCHOLARSHIP FUND:** Established to provide scholarship aid to deserving students with priority to students from Mississippi.

**JEANETTE POMIER SCHUMACHER AND SUZANNE POMIER STARK MEMORIAL SCHOLARSHIP FUND:** Established to provide scholarships to Nursing majors. Applications should be made to the Dean of the School of Nursing before May 1 each year. Awards will be made to those with the greatest need.

**ROBERT ELMER AND IONA LENORE SHACKELFORD BIBLE SCHOLARSHIP FUND** was established by their son, Dr. Don Shackelford, to honor the memory of his parents and assist students pursuing a major in Bible, Biblical Languages, or Missions. Applications should be made to the Dean of the College of Bible and Religion.

**DEWEY SHIRLEY SCHOLARSHIP FUND** was established by the family of Mr. Shirley to provide scholarship aid to junior or senior students majoring in Bible.

**MR. AND MRS. FORREST SHMIDL SCHOLARSHIP FUND:** Established to provide scholarship aid to full-time students majoring in Bible, Biblical Languages or Religious Education. Applications should be made to the Bible Department Chairman.

**JAMES HERBERT SMITH SCHOLARSHIP FUND** was established to honor James' memory by his family and friends. He was a gospel preacher and husband of the Dean of Nursing when killed in a plane crash on May 31, 1979. The fund is to assist members of the church who are pursuing a Bible or Nursing major on a full-time basis.

**RUSSELL L. AND MYRTLE SIMMONS MEMORIAL SCHOLARSHIP FUND** was established by Mrs. Russell L. Simmons, friends, and associates to provide scholarship grants to junior or senior journalism majors. Application should be made to the Chairman of the Communication Department.

**STEPHEN W. SMOOT MEMORIAL SCHOLARSHIP FUND** was established by Mr. and Mrs. Ralph Smoot to honor the memory of Stephen W. Smoot and to assist primarily junior and senior nursing majors who are dedicated to mission work.

**G. ERWIN AND MAUDE ANSEL STAUFFER SCHOLARSHIP FUND** was established by Maude Ansel Stauffer of Athens, OH, to assist students majoring in Bible, Missions, or Education, or one who is an orphan or from a family serving as missionaries in a foreign country.

**A.J. AND ETHEL PUMPHREY STEPHENS SCHOLARSHIP FUND** will provide a scholarship of \$750 to four Stephens scholars named each year.



**ALVIN O. STEVENS MEMORIAL SCHOLARSHIP FUND:** Established to provide scholarship aid to full-time students who are juniors or seniors and are majoring in Bible or Bible-related fields with preference given to those intending to be full-time foreign missionaries or chaplains. Applications should be made to the Bible Department Chairman.

**RALPH STIRMAN SCHOLARSHIP** was established by friends and relatives of Ralph Stirman, a member of the class of '42.

**EVERT STROUD AND LOUISE STROUD TUCKER NURSING SCHOLARSHIP FUND** was established by Louise Stroud Tucker to provide scholarships for students in the School of Nursing who show financial need.

**H.J. AND MARY FLORA SUDBURY MEMORIAL WORLD EVANGELISM SCHOLARSHIP** is provided annually by H.J. Sudbury and his sons in memory of his wife to deserving students who are involved in world evangelism.

**JOSEPH H. SUTTON MEMORIAL SCHOLARSHIP FUND** was established by his wife, Jennille Chalenburg Sutton, to assist students majoring in Bible and Religion, Biblical languages, missions, religious education, youth ministry or vocational ministry.

**WILMA M. ULREY COMMUNICATION SCHOLARSHIP** was established from the estate of the late Wilma M. Ulrey by her brothers and sisters in her memory. Scholarship awarded to students of junior standing, majoring in the Department of Communication. Interested students should make application to the Chairman of the Department of Communication.

**LUCY A. WALLING SCHOLARSHIP** was established by Mrs. Walling's will to provide financial assistance for students pursuing a major in the Department of Communication. Students with demonstrated financial need will be given preference. Applications should be made through the Department of Communication.

**SAM M. WALTON MEMORIAL ENDOWED SCHOLARSHIP** was established by the Paul Carter family in memory of Mr. Walton. Recipients will be chosen by the Office of Student Financial Services based on scholarship, capability, and reputation. Special consideration will be given to those students from countries other than from the United States.

**THE WALTON SCHOLARSHIP PROGRAM** was established by Sam and Helen Walton of Bentonville, Arkansas, to provide scholarships to students from Central America.

**A. MICHELE WARREN SCHOLARSHIP IN NURSING** is awarded to students already admitted to the nursing major. The scholarship is based on financial need, cumulative grade point average, character, service to others, and future aspirations.

**GRACE WELLS SCHOLARSHIP FUND** was created by Miss Grace G. Wells, of Berkeley, Calif., a former student at Galloway College, for the purpose of helping worthy women to attend Harding.

**VELMA RUTH WEST SCHOLARSHIP FUND** was established by Dr. W.B. West, Jr., and friends, to honor the memory of Mrs. West by providing scholarship assistance to students showing unusual proficiency in Greek. Application should be made to the Dean of the Graduate School of Religion.

**LANNY G. WILDMAN MEMORIAL FUND** was established by the Shennan R. Wildman family of Moro, IL, in memory of their son, Lanny, who was killed June 12, 1966, in an automobile collision, to assist a Bible major.

**WITT FAMILY SCHOLARSHIP FUND** was established by Willis and Lois Witt of Houston, TX, to provide scholarship aid to deserving students.

**DOROTHY S. WRIGHT SCHOLARSHIP FUND** was created by Drs. Brian Alexander and Daniel Sears to honor Dr. Wright and to provide financial assistance primarily for students pursuing a major in French or modern foreign languages.

**WYNNE SCHOLARSHIP FUND** provides, from funds received annually, scholarship aid on the basis of need to students who live within a 25-mile radius of Wynne up to a maximum of one-half the cost of tuition, fees, room and board per student per semester.

**TIMOTHY E. YATES MEMORIAL SCHOLARSHIP FUND** is available to juniors and seniors majoring in math, computer science, biological science or physical science. Students must maintain a grade point average of 3.4 in their major field and a cumulative GPA of 3.2. Applicants should contact the Dean of College of Arts and Sciences.

## LOAN FUNDS:

Loan Funds are established for the specific purpose of providing financial aid to qualified students. Selection of recipients will be determined by the loan fund agreement and administrative personnel. In most cases these are short term loans which are to be repaid during the semester they are given.

**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.

**DURRINGTON LOAN FUND** was established by Victor Durrington to provide loans to individuals who plan to work as church educational directors.

**MR. AND MRS. JIM G. FERGUSON STUDENT LOAN FUND** is available to worthy students who have done satisfactory work in Harding for at least one semester and show a satisfactory scholarship need. The maximum loan is \$150 per semester. The amount loaned to any one student shall not exceed \$400.

**JAMES FERNANDEZ LOAN FUND** was established by Mr. Fernandez. Applicants must be enrolled in the Graduate School of Religion, the School of Biblical Studies, or the undergraduate program of the University majoring in Bible, Biblical Languages or Missions.

**MRS. MILDRED J. FERRELL LOAN FUND** was established by the family and friends of Mrs. Ferrell to provide assistance to worthy students.

**W.C. FRANCE STUDENT LOAN FUND** was established by Mrs. W.C. France to help needy students attend Harding. This loan is to be repaid beginning at the time the baccalaureate degree is completed or the student ceases to be a student. A small amount of interest will be charged until the loan is paid.

**C.L. GANUS LOAN FUND**, established by the late C.L. Ganus, Sr., of 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.

**LAWRENCE G. HAYS LOAN FUND** was established to assist young men majoring in Bible or Missions.



**ARTHUR E. HILLMAN BUSINESS STUDENT LOAN FUND:** Established by Arthur E. Hillman of Honolulu, Hawaii, to assist deserving business students who have been recommended by the Dean of the School of Business.

**MARY B. JACK PREACHER'S LOAN FUND** was established to provide financial assistance to young men preparing to preach the gospel.

**MR. AND MRS. LEMAN JOHNSON STUDENT LOAN FUND**, given by the late Mr. and Mrs. Lemman Johnson of Wenatchee, Washington, is used to assist Bible majors.

**ABNER K. AND RUTH J. JUNKIN STUDENT LOAN FUND** was established to assist deserving students in payment of tuition and fees, books, meals, and room rent. Short-term and long-term loans are available.

**H.R. KENDALL LOAN FUND** was provided by H.R. Kendall, of Chicago, Illinois, to assist students majoring in Bible and religion.

**HOWARD NOLAN LEMMONS MEMORIAL LOAN FUND** was established in 1969 in memory of Howard Lemmons.

**MRS. CECILE B. LEWIS MEMORIAL LOAN FUND** is a revolving loan fund to provide short-term loans to deserving students.

**W.P. AND BULAH LUSE OPPORTUNITY TRUST FUND** was established by Mr. and Mrs. W.P. Luse of Dallas, Texas. Funds provided by this trust are lent to preengineering students only.

**MONTGOMERY-SUMMIT MEMORIAL FUND** was established by members of the Education Department and other friends of Dr. Clyde R. Montgomery and Dr. W.K. Summitt, prominent educators of the University.

**T.C. AND KATE McCOLLUM MORRIS MEMORIAL LOAN FUND** was established by friends and relatives of Mr. and Mrs. Morris to assist worthy students.

**NEW ORLEANS ALUMNI ASSOCIATION LOAN FUND** was established to assist needy students from Louisiana.

**DELLA NICHOLAS LOAN FUND** is available for ministerial students at the undergraduate level. This was made available by the will of the late Della Nicholas of Huntington, West Virginia.

**HAROLD D. PORTER STUDENT LOAN FUND** provides aid to a worthy student reared in a Christian orphan home.

**VERNON C. AND NORA T. PORTER LOAN FUND** was established by their children to assist needy junior and senior students with a major other than Bible or Missions, preference being given to married students.

**SIDNEY RUBY MEMORIAL LOAN FUND** was established by his wife and children in memory of Mr. Ruby, who was superintendent of schools at Atkins for many years.

**MR. AND MRS. JESSE P. SEWELL LOAN FUND** is available to capable and worthy ministerial students who have attended Harding at least one semester.

**CARL AND CECIL SHORES MEMORIAL STUDENT LOAN FUND** was established by the family of Carl and Cecil Shores, who were residents of Cave Springs, to help needy students obtain a Christian Education.

**WILLIAM WAYNE SMITH AND MARJORIE DWAYNE SMITH HARDEN MEMORIAL LOAN FUND FOR NURSING** provides loans for deserving students in nursing, priority given those planning a career in research.

**STERLING STORES, INC., STUDENT LOAN FUND** is available to deserving students who have attended Harding at least one semester, who are doing satisfactory work, and who are of good character.

**VAN STEWART MEMORIAL LOAN FUND** was established by students from Harding who worked with Van during the summer of 1973.

**STUDENT AID LOAN FUND** is provided to help worthy students at Harding.

**STUDENT MISSIONARY LOAN/GRANT FUND FOR SINGLE WOMEN** was established by Mr. and Mrs. James S. McDonald of Doctor's Inlet, FL, to assist single women students at Harding whose plans call for their entering mission work upon graduation. Loans will be made during the student's senior year and will be forgiven if two years are spent in mission work. Application should be made to the College of Bible and Religion.

**W.K. SUMMITT MEMORIAL FUND** was established by friends of Dr. W.K. Summitt, who had given thirty years of service to Harding at the time of his death in 1965.

**ILA TULLOSS MEMORIAL LOAN FUND** was established by the many friends of Mrs. Tulloss, who enjoyed working with the college students.

**MR. AND MRS. LEE C. UNDERWOOD LOAN FUND** was established by Dr. and Mrs. John Gill Underwood to assist needy and worthy students with preference given to students from N.W. Louisiana.

**CURTIS WALKER MEMORIAL LOAN FUND** has been established in honor of the late Curtis Walker, who was plant manager of the Searcy Sperry-Remington Industrial Corporation at the time of his death. Funds were contributed by employees at Sperry-Remington. Walker was a tireless civic worker who participated in leadership capacities in three Harding campaigns in the Searcy Community.

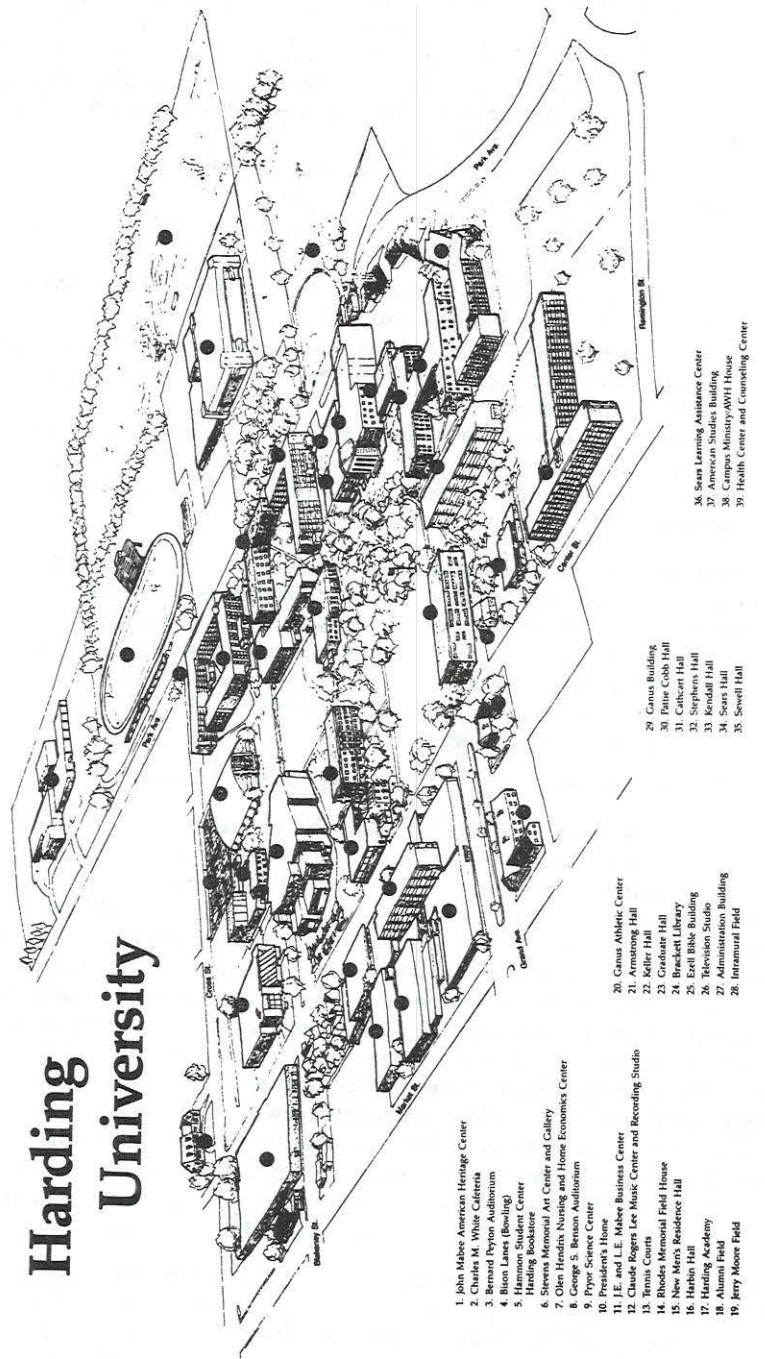
**ANITA WELLS LOAN FUND** was established by Miss Anita Wells of California, to provide assistance to needy students.

#### AWARDS:

**WALL STREET JOURNAL MEDAL** and a one-year subscription to the publication each spring are awarded by the School of Business to the business major who has the best academic record and has been using the Wall Street Journal.

**WITT-STEPHENS MEMORIAL STUDENT LOAN FUND.** For Arkansas students who have need.







## CODE OF ACADEMIC CONDUCT

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

1. *Cheating* — Use or attempting to use unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism* — Representing the words, ideas or data of another as one's own in any academic exercise.
3. *Fabrication* — Unauthorized falsification or invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*. — Intentionally or knowingly helping or attempting to help another student commit and act of academic dishonesty.
5. *Ethical Infraction*. — Consuming chemicals which are known to alter thinking and can cause physical or behavioral changes, provided that these chemicals are not taken under the direct supervision of a qualified physician.

Academic misconduct matters shall be resolved by the involved faculty member, divisional academic misconduct facilitator, the department chairman or the academic dean of the division in which the alleged action occurred. Appeals from the academic dean's decisions may be made to the Vice President for Academic Affairs. The procedure hereinafter set out shall be followed in order to facilitate a full, fair and equitable resolution to allegations of academic misconduct.

### RESOLUTION BY FACILITATOR OR DEPARTMENT CHAIR

A faculty member [or any other person(s)] who has reasonable cause to believe a student has engaged in an act of academic misconduct should forthwith confront the student with the allegation(s). During such confrontation, prior to the student making a statement, the faculty member shall inform the student that he or she (a). is not required to make any statement at all regarding the matter under investigation, (b). may make a voluntary statement if he or she chooses, and (c). has a right to present any evidence, supporting witnesses and other information to the department chairman/divisional academic misconduct facilitator (appointed by the divisional academic dean). If a resolution cannot be reached between the faculty member and the student, the faculty member shall report the matter:

- (a) In the College of Arts and Sciences to the department chairman, or
- (b) In the School of Business, School of Education, School of Nursing or the College of Bible and Religion to the divisional academic misconduct facilitator who is appointed by the divisional academic dean.

The facilitator or department chairman, as the case may be, will discuss the matter with the faculty member [and/or other appropriate person(s)], ascertain the circumstances involved and review any pertinent materials in order to determine if a reasonable or sound basis exists for believing that

academic misconduct has occurred. If the facilitator/department chairman concludes that there is reasonable or sound basis for believing an act of academic misconduct may have been committed, then the facilitator/department chairman will promptly arrange a conference with the student. The student will be informed that an issue of possible academic misconduct exists and that further investigation of the circumstances by the facilitator/department chairman may be necessary in order to determine whether an act of academic misconduct has occurred.

The student will be informed prior to making any statements that he or she: (a). is not required to make any statement at all regarding the matter under investigation, (b). may make a voluntary statement if he or she chooses, and (c). has a right to present any evidence, supporting witnesses and other information to the academic dean.

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

### RESOLUTION BY ACADEMIC DEAN

Any matter not resolved by the facilitator/department chairman will be resolved by the academic dean. The academic dean will arrange conferences with the faculty member, student and others as may be appropriate, to discuss the matter in question. However, prior to the student making any statements the student will be informed that he or she: (a). is not required to make any statement at all regarding the matter under investigation, (b). may make a voluntary statement if he or she chooses, and (c). has a right to present any evidence, supporting witnesses and other information to the Vice President for Academic Affairs. The student will be given the opportunity to make a statement after the appropriate warning is given, present any evidence, witnesses or materials favorable to the student's position. The academic dean, after careful deliberation, will render a decision. The student will be informed in writing of the dean's decision (along with the right to appeal the decision within 48 hours of receipt of the notice of the Dean's decision).



## APPEAL

If the student has been found in violation of the Code of Academic Conduct and a penalty has been imposed, the student will be informed in writing by the Dean of the right to appeal either the violation of the Code or the penalty imposed to the Vice President for Academic Affairs. The student's appeal must occur within forty-eight (48) hours of receipt of notice of the Dean's decision. On receiving notice of an appeal, an appropriate person in the Vice President for Academic Affairs office will schedule a conference with the student to explore the circumstances and reasons for an appeal. Prior to the Vice President of Academic Affairs or his designee hearing any statements of the student, the student will be informed that he or she: (a). is not required to make any statement at all regarding the matter under investigation, (b). may make a voluntary statement if he or she chooses, and (c). has a right to present any evidence, supporting witnesses and other information to the Vice President for Academic Affairs Panel. If, after meeting with the student and if after conferring with as many others as may be appropriate, the Vice President for Academic Affairs or his designee is able to reach a satisfactory and agreeable solution to the matter, the appeal process will be concluded. If, however, mediation of the appeal fails, then the Vice President for Academic Affairs shall convene a panel to resolve the issues that remain. The panel will consist of the Vice President for Student Affairs, the Vice President for Academic Affairs, one student from the division where the alleged misconduct occurred and who is appointed by the President of the SA and one faculty person from the division where the alleged misconduct occurred and who is appointed by the President. The Vice President for Academic Affairs will serve as hearing administrator and will coordinate and preside at all such meetings conducted to resolve the academic misconduct issues; the hearing panel administrator will have a vote in determining the decision of the panel and will serve the panel in matters of process and procedure. The panel's decision will be final and will conclude the process insofar as the University is concerned. The hearing shall be conducted in a manner which ensures substantial justice is done and shall not be restricted by the rules of evidence common to criminal court proceedings. All witnesses shall be required to attest to a statement regarding the accuracy of the testimony to be given. The usual order shall be the submission of evidence by the accused student, the submission of rebuttal evidence in support of the charge (a), the submission of evidence by the accused and finally any closing arguments. Evidence of previous violations of University rules and regulations or violations of local, state, or federal laws, ordinances and regulations shall not be considered in any way in determining whether the violation charged was in fact committed, but such evidence may be considered in determining the appropriate sanction.

The involved faculty and accused student shall have reasonable opportunity for cross-examination of the witnesses. If a witness is unavailable, the panel shall determine whether or not, in the interest of fairness, the written evidence of such witness shall be admitted. However, in no case shall such evidence be considered unless an opportunity for rebuttal is provided. Only one single verbatim record shall exist. Hearing proceedings (excluding deliberations of the panel) will be tape recorded and are the property of the University. The

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hearing will be opened only to the student, involved faculty, witness and representatives (including the panel) of the Vice President of Academic Affairs. Neither legal counsel nor the parents of the accused shall be permitted to appear before the panel except as a witness.

## RECORDS

The name, student number and academic division of each Harding University student who admits or is found guilty of academic misconduct shall be forwarded to the Office of the Vice President for Academic Affairs which will act as a central clearinghouse for the names of all academic misconduct offenders. The Vice President for Academic Affairs' office will assist the divisional facilitator/department chairman or Dean in determining whether or not the student has a prior offense of academic misconduct. If it is determined that a student is guilty of academic misconduct then the student's prior record of academic misconduct shall be considered in imposing a penalty.

## Academic Grievance Procedure

If a student at Harding University has reason to question the decision of a teacher with regard to a grade received in a course or unreasonable denial of academic progression, a due process procedure has been established to resolve the student's grievance. Reasons for the unfair assignment of a grade might include, but shall not be limited to, such things as unreasonable prejudice, bias, discrimination, arbitrary action or failure to receive due process. The established due process procedure is as follows:

1. The aggrieved student should register his or her complaint, in writing, to the involved faculty within seven (7) days following the incident. Within the writing, the student shall set forth reasons and grounds for their grievance. Upon receipt of the complaint, the involved faculty shall forthwith meet with the student and strive to resolve the problem.
  - a) If a resolution cannot be reached within five days and the complaint concerns a course within the College of Arts and Sciences or College of Bible and Religion, then it shall be the responsibility of the student to register his or her complaint in writing with the department chairman. Upon receipt of the complaint, the department chairman shall forthwith meet with the student and the involved faculty and strive to resolve the problem. If a resolution cannot be reached within five days then it shall be the responsibility of the student, if so desired, to initiate the grievance procedure set forth in paragraph 2 and following.
  - b) If a resolution cannot be reached within five days and the complaint concerns a course within the School of Business, School of Education, School of Nursing or College of Bible and Religion, then it shall be the responsibility of the student, if so desired, to initiate the grievance procedure set forth in paragraph 2 and following.
2. If, after completion of the procedure set out in paragraph 1 above, a student believes that his or her grievance has not been equitably resolved then that student may file an appeal in writing with the respective dean and set forth within the appeal the grounds and reasons of the appeal. The said dean shall immediately notify the involved faculty



of the appeal and upon notification, the faculty member shall have three days to respond in writing to the allegations of the aggrieved student. Within five (5) days of receipt of the appeal, the involved dean shall appoint an Ad Hoc Grievance Committee and notify the student and faculty member of the date and time to appear before the Grievance Committee for a formal hearing on the allegations and issues. The hearing shall be held within 14 academic days of the receipt of the appeal. ("Academic days" are those days included within the fall and spring semesters and summer sessions excluding intersessions.)

The hearing shall be conducted in a manner which ensures that substantial justice is done and it shall not be restricted by the rules of evidence common to civil and criminal proceedings. All witnesses shall be required to attest to a statement regarding the accuracy of the testimony to be given. Each party shall have the right to be accompanied by one other person but that person shall not be the student's parent, guardian nor legal counsel. The hearing will be open only to the aggrieved student, the involved faculty and witnesses. Neither legal counsel, guardian nor parents of the aggrieved student shall be permitted to appear before the Ad Hoc Grievance Committee except as a witness. Hearing proceedings (excluding the deliberations of the Ad Hoc Committee) shall be tape recorded.

Each party shall make a brief opening statement. Evidence shall then be presented by the teacher in support of the grade assigned to the student or the denial of academic progression. Thereafter, the student shall be permitted to present evidence in support of his or her allegations. Thereafter, both sides shall then be permitted then to present rebuttal evidence followed by a closing statement. During the hearing the student and the professor shall have reasonable opportunity for orderly cross-examination of the witnesses. Evidence may be presented in the form of witnesses or documents which are relevant to the issues to be determined by the Committee.

At the conclusion of the evidence, the hearing shall be adjourned and the Committee shall have three days to reach a final decision. The decision shall be submitted in writing by the Committee chairperson to the student, involved faculty and dean. The decision of the Committee shall be by majority vote.

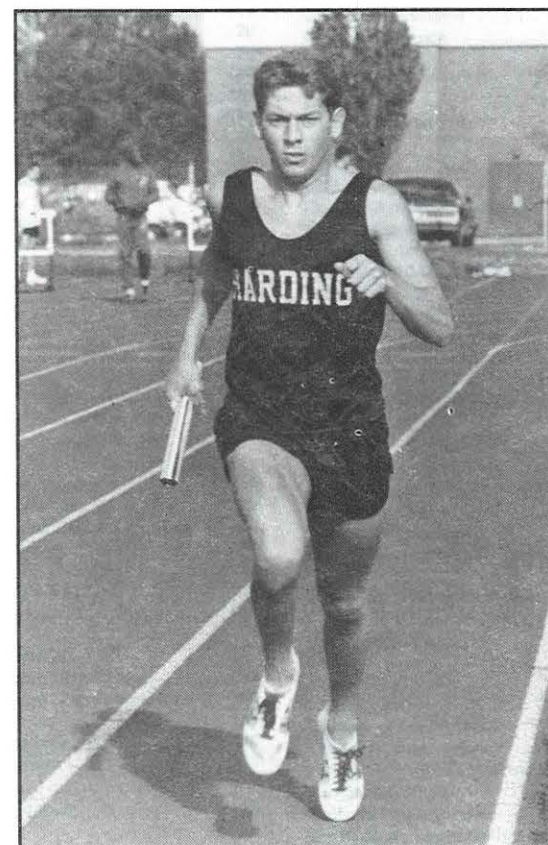
3. The decision of the Ad Hoc Grievance Committee may be appealed by the student or the faculty member to the Vice President for Academic Affairs. Such an appeal must be filed within three (3) days from the receipt of the decision by the Ad Hoc Grievance Committee. Upon receipt of the appeal, the Vice President for Academic Affairs shall forthwith cause to be prepared a transcript of the hearing before the Ad Hoc Grievance Committee. That transcript, along with all documents submitted by both parties, will be reviewed by the Ad Hoc Appeals Committee appointed by the Vice President for Academic Affairs. The Committee shall be composed of three persons and the Vice President for Academic Affairs shall serve as the chairman for the Committee. The responsibility of the Ad Hoc Appeals Committee shall be to review the record created before the Ad Hoc Grievance Committee and to render a decision based on a review of the record. There shall be no

opportunity for presentation of additional evidence before the Ad Hoc Appeals Committee. The Ad Hoc Appeals Committee may take one of the following actions:

- a) They may affirm the decision made by the Ad Hoc Grievance Committee in which case the decision is final.
- b) They may remand the decision of the Ad Hoc Grievance Committee for additional evidence, reconsideration and redetermination. The redetermined decision of the Ad Hoc Grievance Committee is subject to further appeal to the Vice President for Academic Affairs.
- c) They may reverse the decision of the Ad Hoc Grievance Committee and render their own decision in which case their decisions shall be final.

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

Upon final decision of the Ad Hoc Appeals Committee, the student shall have exhausted his right of appeal within the University.





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## TENTATIVE UNIVERSITY CALENDAR 1994-95

### FALL SEMESTER — 1994

President's Reception for Faculty	Aug. 18
Faculty Conference	Aug. 19
Student IMPACT	Aug. 20-23
Registration for all students	Aug. 22-23
Classes begin on regular schedule	8:00 a.m., Aug. 24
Final date for enrolling for fall semester	Sept. 5
Final date for application for degree on Dec. 17	Sept. 16
Lectureship	Sept. 25-28
Thanksgiving recess	5:00 p.m., Nov. 20 to 8:00 a.m., Nov. 26
Dead week	Dec. 7-12
Final Examinations	Dec. 13-16
Graduation exercises	10:00 a.m., Dec. 17
Christmas recess	12:00 noon Dec. 17, to 8:00 a.m., Jan. 9, 1995

### SPRING SEMESTER — 1995

Registration for all students	Jan. 9-10
Classes begin on regular schedule	8:00 a.m., Jan. 11
Final date for enrolling for spring semester	Jan. 23
Final date for application for degree on May 13	Feb. 10
Spring recess	March 12-18
Youth Forum and Spring Sing	April 14-15
Dead week	May 3-5
Final examinations	May 8-12
Graduation exercises	10:00 a.m., May 13

### SUMMER TERM — 1995

Intersession	May 15-30
Registration for all students	June 5
Classes begin, First Session	7:30 a.m., June 5
Final date for enrolling for First Session	June 12
Final examinations, First Session	July 7
Classes begin, Second Session	7:30 a.m., July 10
Final date for application for degree on August 11	July 11
Final date for enrolling for Second Session	July 17
Final examinations, Second Session	Aug. 10
Graduation exercises	10:00 a.m., Aug. 11