

2007

Harding University Course Catalog 2007-2008

Harding University

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Harding University 2007-2008 Catalog

2007-08

HARDING UNIVERSITY CATALOG

Harding University

Office of the Provost

Harding University Catalog 2007-2008



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

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

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

David B. Burks

President

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

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

Member



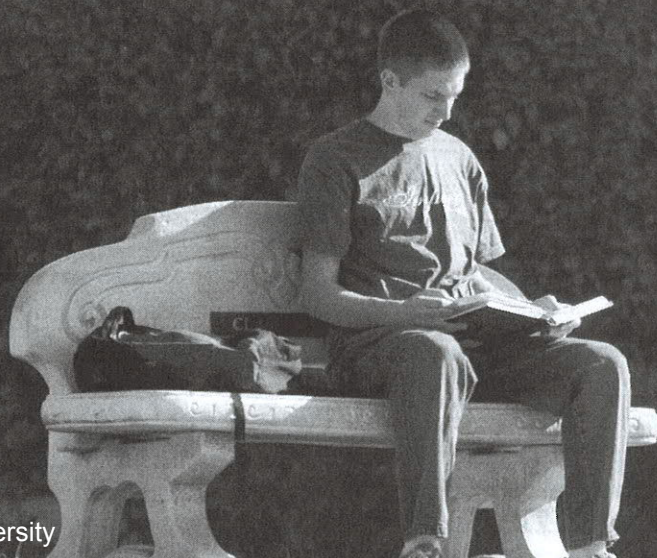
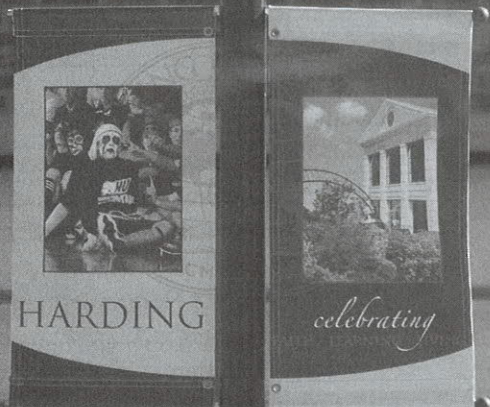
ARKANSAS' INDEPENDENT COLLEGES & UNIVERSITIES

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Mission

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

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

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

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

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

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

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

Motto

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

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

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

History

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

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

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

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

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

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

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

Under his leadership, the University has experienced record growth in enrollment and giving and, more importantly, continues to place significant emphasis on Christian servanthood.

Accreditation

Harding University is accredited by the Higher Learning Commission and a member of the North Central Association (www.ncahigherlearningcommission.org; (312) 263-0456, (800) 621-7440).

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

Location

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

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

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

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

Academic Facilities

Campus buildings are located within a few blocks of downtown Searcy. The 45 buildings on the main campus with their equipment and educational facilities are valued at more than \$230 million and provide an efficient and well-furnished educational plant.

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

BRACKETT LIBRARY

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

The Brackett Library provides access to more than 15,000 online, full-text journal titles covering all areas of the curriculum including general interest topics, and 54,000 online Government Documents. Access is enhanced by an automated library system with periodical indexes and abstracts available online at <http://quest.harding.edu>. Its collections also include 449,640 volumes and other media, 1,130 print periodicals and eight newspapers. More than 62,000,000 items held by other libraries are accessible to Harding students via the computerized interlibrary loan service that supplements the local collection.

A staff of seven professional librarians, seven support staff and 45 student workers select, acquire, describe, maintain and interpret the collection for library users. Services include librarians who provide reference/research assistance, class and individualized instruction and library tours, electronic reserves as well as a reserve book collection, a best-seller collection including Christian fiction, photocopiers, and audiovisual equipment. Study carrels are available for quiet study. Wireless Internet connections and research assistance are provided in open areas with tables and in the conference rooms for group study and presentation preparation.

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

Other offsite collections include the music library housed in the Reynolds Center. Records, tapes, CDs and scores are accessible to all students. Also, information concerning the College of Nursing's video collection — located in the Simmons Lab in the Olen Hendrix building — is included in the library database.

INFORMATION SERVICES & TECHNOLOGY (IS&T)

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

Wireless network access is available in most buildings and their surrounds. Those buildings include Brackett Library, the Heritage building lobby, the Honors House, the ground floor of the student center, the Pryor-England Center for Science and Engineering, the Mabee Business Building, the Reynolds Center, Olen Hendrix Building, and the Thornton Education Center. Wired connections are also provided in cafeteria booths and on benches next to Java City in the student center.

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

Harding utilizes the fastest and most servers to run its management information systems. Each student is allocated 1 GB of storage space on the central servers to use for the personal storage of their data. This storage is backed up as a part of the university's backup procedures,

thus providing students, faculty and staff a safe place to store their data.

Campus Pipeline, Harding's portal, provides access to secure e-mail and calendar services. It also provides access to course, financial and social information for students.

Harding uses Blackboard as its course management tool. Blackboard provides a Web-based tool that is employed by faculty to deliver Web-enhanced courses, designed to enrich the student's learning.

MULTIMEDIA PRODUCTION

The Multimedia Production Center, located in Brackett Library, contains an assortment of audiovisual equipment, copy machines and facilities to aid in the preparation and presentation of instructional materials.

LABORATORIES

The ACADEMIC RESOURCES CENTER COMPUTER AND TUTORING LABORATORY is located in the American Studies Building, Room 206.

The ART AND DESIGN COMPUTER LABORATORY for students in art, graphic design, interior design and communication is located in the Stevens Art Center, Room 212.

The BEHAVIORAL SCIENCE COMPUTER LABORATORY is located in the Ezell Building, Room 102.

The BIOLOGY AND PHYSICAL SCIENCE COMPUTER LABORATORIES are located in the Pryor-England Center for Science and Engineering, Room 147.

The CENTER FOR WORLD MISSIONS LABORATORY is located in the McInteer Center.

The COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY COMPUTER LABORATORY is located in the Mabee Business Building, Room 205.

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

The COMMUNICATION COMPUTER LABORATORY is located in the Reynolds Center, Room 131, and contains software for students in communication and interactive media.

The COMPUTER ENGINEERING AND COMPUTER SCIENCE LABORATORIES are located in the Pryor-England Center for Science and Engineering, Room 213.

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

The HUMAN PERFORMANCE LABORATORY, located in the Ganus Athletic Center, is equipped with treadmills, bicycle ergometers, an underwater weighing tank for body composition measurements, electronic equipment for measuring strength, an electrocardiograph, an echocardiograph, gas analysis equipment, and other biochemical and hematological equipment for evaluation of physical fitness levels and human performance.

The KINESIOLOGY COMPUTER LABORATORY is located in the Ganus Athletic Center, Room 153.

The LIBRARY PUBLIC LABORATORIES in Brackett Library provide students with a quiet area in which they may research and receive assistance from Library Reference staff.

The PUBLIC STUDENT COMPUTER LABORATORY is located in the Mabee Business Building, Room 128.

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

The YOUTH AND FAMILY EDUCATION LABORATORY is located in the McInter Center.

STUDIOS

ART STUDIOS AND GALLERY: The Stevens Art Center has studio facilities for many different media. The gallery of the Art Center hosts student and guest exhibits throughout the year.

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

COMMUNICATION FACILITIES

The Speech and Hearing Clinic is located in the Reynolds Center. Nationally certified and state-licensed speech-language pathologists, along with students working toward a degree in communication sciences and disorders, articulation and language assessment and therapy services, and hearing screenings and referrals.

Students participate in station management, production and announcing at two radio stations on campus. A low-power AM broadcast station provides hands-on training for beginning students. A full-power commercial FM station serves Central Arkansas as the "voice of Harding University." The FM station is also available on the Internet.

Five auditoriums (Benson Auditorium, Administration Auditorium, American Heritage Auditorium, the Little Theatre and the Reynolds Auditorium) are available for stage productions. Lighting and sound equipment is available for musicals, dramas, readers theatre and other types of presentations.



RECREATIONAL FACILITIES

The Clifton L. Ganus Jr. Athletic Center is the campus' largest indoor recreational facility, housing a swimming pool, handball and racquetball courts, track, aerobics area and weight/aerobic room, and a 5,200-seat arena for basketball, volleyball, track and field sports, and tennis. Rhodes Memorial Field House, which seats 3,000, is used for intercollegiate basketball and intramural athletics.

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

Legal Statements

AMERICANS WITH DISABILITIES ACT OF 1990

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

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

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

CATALOG REVISION

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

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

CATALOG/STUDENT HANDBOOK RELATIONSHIP

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

ized by the act may access a student's records without his or her permission.

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

HARDING/STUDENT AGREEMENT

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

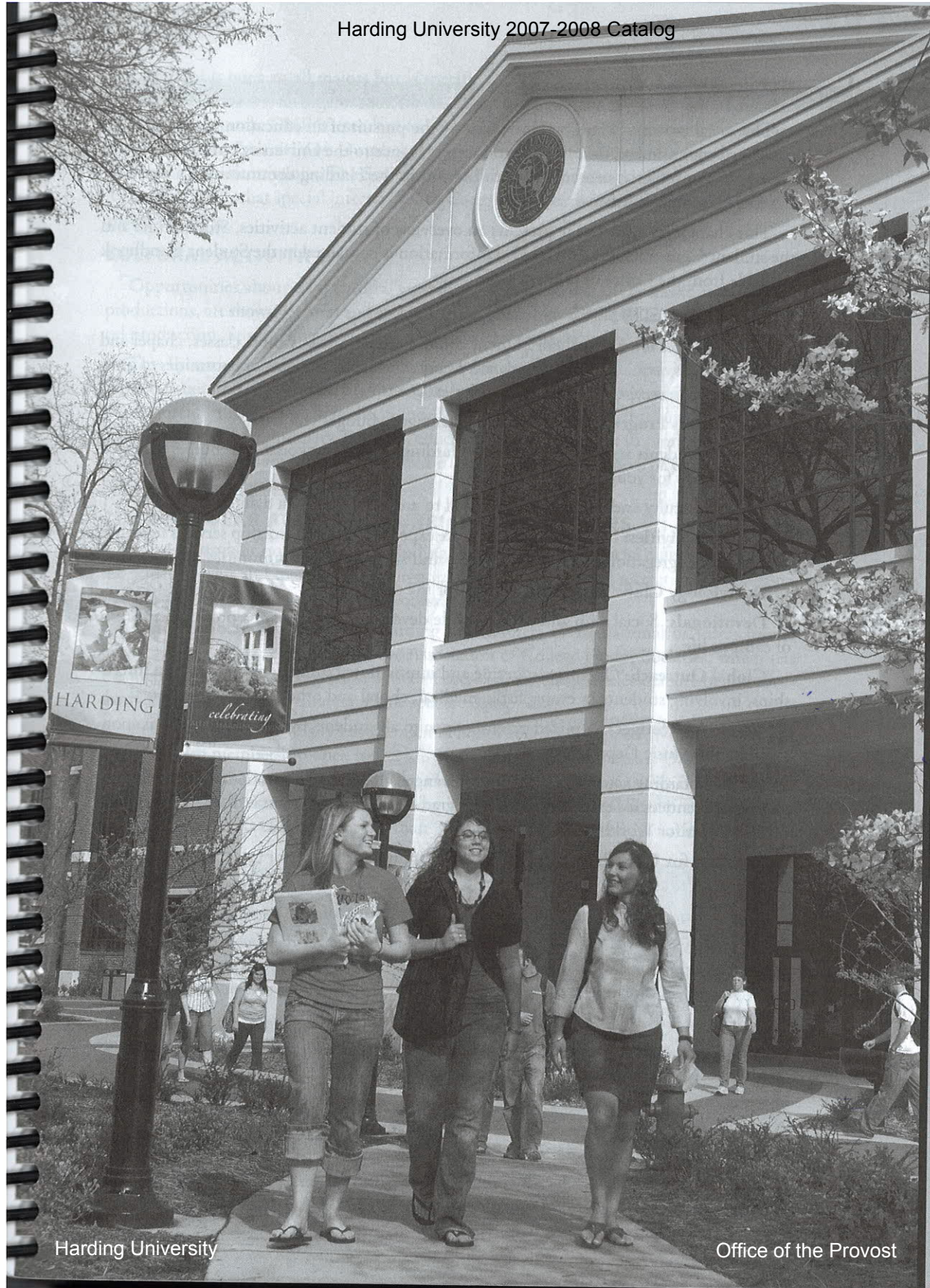
NONDISCRIMINATION STATEMENT

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

Based upon this commitment, Harding follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Harding is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admission policies, treatment of students, employment practices or educational programs except as required by religious tenets of the churches of Christ. Harding has a nondiscrimination policy available upon request in the offices of Student Life and Human Resources. Inquiries concerning the application of federal and state laws or regulations may be referred to the Office of Human Resources, Box 12257, 900 E. Center Ave., Searcy, AR 72149-2257; telephone (501) 279-4380. The person to ensure compliance with the nondiscrimination policy and discrimination laws and regulations is the chief financial officer of the University.

STUDENT RIGHT-TO-KNOW ACT OF 1990

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



Student Activities

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

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

RELIGIOUS ACTIVITIES

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

The Friends Program: Work with disadvantaged younger children.

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

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

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

Dactylology Club: Ministry in signing for the deaf.

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

Global Outreach: Organizes stateside and international campaigns and mission internships, involving students in evangelistic, medical, choral and other service activities.

Good News Singers: A mixed octet — open to all students by audition — that is sponsored by the Music Department.

HOPE: Harding Outreach Program of Evangelism encourages students to serve as missionary apprentices for extended terms after graduation. The program is directed by the staff of the Center for World Missions.

Institute for Church & Family: Provides a number of on campus activities and seminars that invite student participation.

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

Lectureships: The University Lectureship, generally held for five days beginning the last Sunday of September, features outstanding speakers from around the world. In addition, students administer an annual lectureship in which all presenters are students.

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

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

Spring Break Campaigns: Student-led evangelistic and service campaigns during Spring Break.

Timothy Club: The College of Bible and Religion sponsors various activities through Timothy Club, an organization for students majoring in Bible, and its subsidiaries. Alpha

Chi Malachi is open to all majors but is specific in addressing the issues of preaching and ministry. Didaskalos is an organization for those interested in children's ministry or adult education in the church. ONE is a student-led organization that coordinates events for students interested in foreign missions. Outreach America helps prepare students for vocational ministry and domestic missions. The Society for Ancient Near Eastern Archeology hosts events for students with that special interest. Youth Corps organizes events for student majoring in youth ministry.

CULTURAL ACTIVITIES

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

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

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

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

Honor/Scholarship Societies: Harding has chapters of 12 national or international honor societies that are members of the Association of College Honor Societies, which sets the high standards for such groups. Three of these are general societies that are open to students from all fields, and nine represent specific disciplines.

Alpha Chi is the University's top academic honor society for upper-division students in all fields, with membership open to the top 10 percent of the junior class (3.85 grade point average on 80+ hours) and of the senior class (3.75 grade point average on 104+ hours). Twenty-four hours in residence are required. Harding is home to the national headquarters of Alpha Chi, which supports chapters at more than 300 colleges and universities nationwide.



Omicron Delta Kappa is a national leadership honor society recognizing and encouraging superior scholarship, leadership and exemplary character. Invited to membership are juniors and seniors with outstanding academic records and leadership in one of the following areas: athletics; campus or community service, social and religious activities, and campus government; journalism, speech or the mass media; and the creative or performing arts. Typically, less than 1 percent of the student body qualify for induction.

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

The nine discipline-specific honor societies are as follows: Delta Mu Delta (business), Kappa Delta Pi (education), Kappa Omicron Nu (family and consumer sciences), Mu Kappa Tau (marketing), Phi Alpha Theta (history), Pi Sigma Alpha (political science), Psi Chi (psychology), Sigma Tau Delta (English), and Sigma Theta Tau (nursing).

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

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

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

Students participate in station management, production and announcing at two radio stations on campus. A low-power AM broadcast station provides hands-on training for beginning students. A full-power commercial FM station serves Central Arkansas as the "voice of Harding University." The FM station is also available on the Internet.

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

The Student Speech and Hearing Association is composed of individuals working toward

a major in communication sciences and disorders. This organization is affiliated with the National Student Speech-Language-Hearing Association. Projects include trips to regional and national meetings and other professionally oriented activities.

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

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

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

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

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

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

Social Clubs: Social clubs involve a large majority of Harding students. Fourteen women's clubs and 15 men's clubs provide students with a variety of club interests and sizes. In contrast to most institutions, Harding assures club membership to all students who desire it. Organized to provide students opportunities to develop leadership abilities and cooperative attitudes, clubs engage in service projects, promote school spirit at University events, and enjoy banquets, parties, outings, interclub athletics and Spring Sing participation.

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

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

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

Student Life

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

CAREER CENTER

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

The center assists graduating seniors and alumni in finding suitable employment or graduate study. All graduating seniors are required to register with the center. More than 236 business firms, school systems and graduate schools come to campus each year to recruit graduates.

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

COUNSELING CENTER

The Counseling Center is located on the third floor of the McInteer Center. A staff of professionally trained counselors is available to provide caring and confidential assistance to all students. The Center helps with personal issues that include self-improvement, relationships, depression, anxiety, pre-marital and marital. All services are provided at no cost and can be accessed at McInteer 313 or (501) 279- 4347.

HEALTH SERVICES CENTER

Registered nurses provide free health services and resources for enrolled students. Student Health Services, located at 605 E. Center St., is a walk-in clinic with no appointments necessary. Symptomatic treatment is provided for minor illnesses such as colds, headache, sinus congestion, upset stomach, aches, sprains, first aid for accidental injury, blood pressure screening, and allergy injections with physician permission. Students are assisted with referrals and appointments with local health professionals and agencies. Transportation may be provided if necessary. Office hours are 7:30 a.m. to 4:15 p.m. weekdays through fall and spring. Hours for summer sessions are 7:30 a.m. to 12:30 p.m. When the clinic is closed, assistance may be provided through Residence Life Coordinators or Harding Security.

While residing in Searcy, students should provide information from their insurance for the appropriate procedure for out of the area visits to a physician and for prescription costs. Also, it is strongly recommended that students identify with a local physician for local medical assistance or in case of an emergency.

Health insurance is available for purchase the first 30 days of each semester to eligible students. The plan covers hospitalization, surgical fees and medical care as provided in the policy. The forms are available in Human Resources, located in the Ezell basement, room 130. Students participating in intercollegiate athletics are covered not on a primary but on a secondary policy for athletically related injuries during participation, practice and travel to and from athletic events. However, this insurance does not cover other injuries or illness.

The University does not assume financial responsibility for any professional services that require a physician or any medical, surgical, or emergency services or hospitalization. Students are financially responsible for the costs of his/her services.

Contact information: Student Health Services, HU Box 12271, Searcy, AR 72149. Phone: (501) 279-4346 Fax: (501) 279-4577.

Code of Conduct

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

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

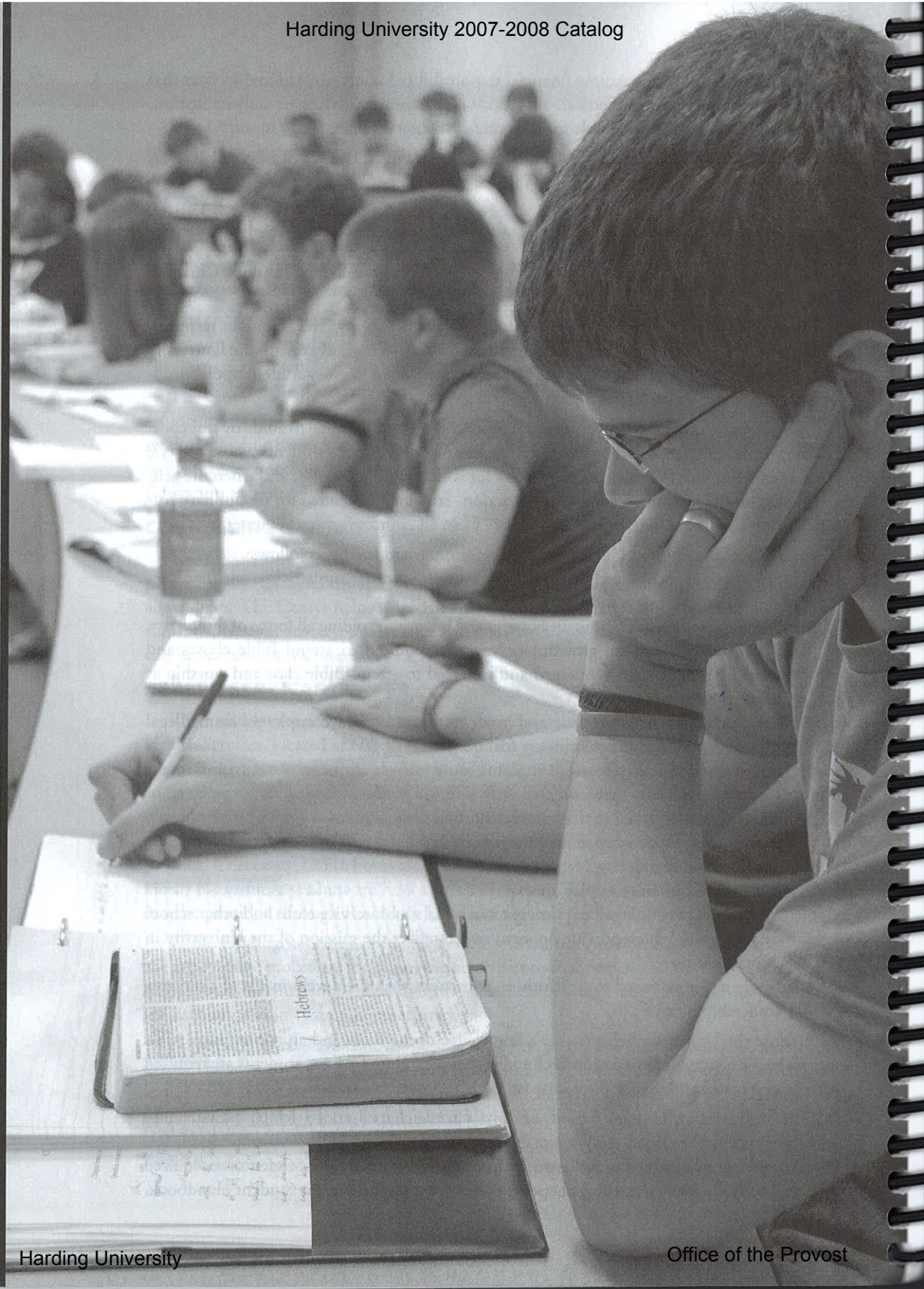
Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution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

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

1. Students are encouraged to develop a servant-leadership ministry lifestyle that integrates faith, learning and living.
2. Students are expected to pursue honesty and integrity, avoiding all forms of dishonesty.
3. To encourage spiritual growth, students are required to attend Bible classes and chapel. Students are encouraged and expected to attend Bible class and worship at local congregations.
4. Personal wellness is stressed, and students must abstain completely from illegal drugs, alcohol and tobacco in any form.
5. Social wellness is stressed, and students 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.
8. Sportsmanship and fair play are expected.
9. Students are encouraged to participate in social clubs, service clubs and other school organizations which provide opportunity to reflect the mission of the University in a social context.
10. Students are expected to serve others, consistent with the development of a servant-leadership lifestyle.

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

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



Admission Policies

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

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

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

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

Students who do not meet these requirements must be reviewed by the Admissions Committee. Here ACT/SAT scores and academic records are considered; high scores in one area may offset low scores in the other. Early application is encouraged to ensure individual consideration.

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

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

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

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

Advanced Studies Program: Local high school students who have achieved a "B" aver-

age or better in 12 solid courses may be approved for dual enrollment in college courses.

Dual Enrollment: Dual enrollment is defined as simultaneous enrollment at the secondary and collegiate level. Dual enrollment applicants must be pre-approved through the Registrar's Office each semester.

Admission Procedures

The Office of Admissions Services provides comprehensive assistance to prospective students. For an application packet and other information, contact the Office of Admissions Services by mail at Harding University, Box 12255, Searcy, AR 72149-2255; by phone at 1-800-477-4407 (toll free); by fax at (501) 279-4129; or by e-mail at admissions@harding.edu. Enrollment at Harding is limited, so early application is encouraged.

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

Admission Fees: There is a non-refundable application fee of \$35 and a housing deposit of \$125 (refundable if cancelled by May 1 for the fall semester, Oct. 1 for the spring semester, and April 1 for summer sessions). Both funds are required before acceptance to Harding University will be granted and may be paid with one check. Students may call the Office of Admissions Services to pay with a credit card. Commuting students will not need to pay the \$125 housing deposit.

Reference Forms: Two reference forms included in the application packet must be completed in order for a student to be considered for admission. The academic reference form should be given to a principal, guidance counselor, teacher or some other academic officer. The character reference form should be completed by a minister, youth minister or long-time friend of the family. These references also can be completed online at the Web site.

Transcript(s): Copies of academic credentials must be placed on file. Students entering college for the first time should have the high school guidance counselor or principal send an official high school transcript directly to the Office of Admissions Services. Students who make early application should request that these be sent at the end of the junior year, followed by a complete transcript after graduation. Transfer students must have official complete transcripts sent by the registrar of each institution previously attended.

ACT/SAT Scores: Entering freshmen must submit either ACT or SAT scores as entrance examinations. Scores notated on a transcript cannot be considered official, so scores must be sent directly from ACT or SAT. Transfer students with fewer than 14 hours of credit must also submit these scores.

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

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

If a student has attended another college or university since last enrolling at Harding, a transcript of that work must be sent to the registrar at Harding. Graduate students must apply to the director of the appropriate graduate program.

Registration Policies

Registration: Registration is held at the beginning of the first week of each semester. In addition, accepted students may register at one of two Summer Experience early orientation sessions in June and July. Returning students typically preregister near the end of each semester for the following semester. Students who decide not to attend a term for which they have registered must drop their classes for that term to avoid having grades of "F" recorded for those classes.

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

Degree Audit Requirements: Following the completion of 50 hours and prior to the completion of 60 hours, baccalaureate students are required to submit an official degree audit to the Office of the Registrar. The official audit must include the signature of the student, adviser and registrar. Students who have completed 60 or more hours must have a signed audit on file to be eligible to register for the next semester. Students who do not submit the official degree audit will have a hold placed on their registration account until the document is received.

When students apply for graduation, which should occur the semester before the intended graduation date, the student should meet with the adviser to complete and sign the graduation audit. Signatures of the student, adviser, chair and registrar should be obtained, and the student should submit the signed graduation audit and the application for graduation to the Office of the Registrar no later than 110 completed hours. The signed graduation audit will be used by the Registrar as a checklist to assist with the verification of the student's graduation requirements. Lack of knowledge or incorrect interpretation of University policies and regulations does not remove the student from the obligation to satisfy all requirements for a degree. The student bears the ultimate responsibility for completing a degree program.

Information on how to generate a degree audit may be found at www.harding.edu/registrar.

Late Registration: Fall and Spring registration is open through the first five days of the semester (the first week of classes). Late registration runs from the second Monday of the fall and spring semesters through the third Monday. A late fee and approval by the Registrar are required. (See "Special Fees" section.) Registration ends on the third Monday of the fall and spring semesters.

Registration is not permitted after the second day of two-week sessions, after the fourth day of four-week sessions, or after the sixth day of six-week sessions.

Drop/Add: During the first three days of classes in the fall and spring semesters, students may make changes to their schedules with no fee charged. After the first three days of classes, students must submit to the registrar a Drop/Add Notice signed by the instructor. A fee is charged (see "Special Fees" section).

For both currently enrolled and new students, the final day to add a class is the last day

of registration for the term; no class can be added following the close of registration for any term.

Any class dropped without official University approval is recorded as "F," and the failing grade counts in the student's GPA. Courses dropped by Monday of the third week for fall and spring semesters do not appear on the transcript. Classes dropped after Monday of the third week are assigned a grade of "W" (withdrew); the grade point average is not affected. The last day to drop a class is Friday of the 13th week for fall and spring terms; Wednesday of the second week for two-week terms; Friday of the third week for four-week terms; Wednesday of the fifth week for six-week terms; and Friday of the sixth week for eight-week terms.

Course Policies

Auditing: Students may register for courses on a non-credit basis. No grade will be assigned. The fee for auditing a course is one-half tuition. Enrolled students may not change to audit after the last day to add a class. Once a class is enrolled as audit credit, it cannot be changed to received credit. All students sitting in a class must be enrolled for credit or audit.

Classification:

Cumulative Hours:	Student Classification:
1-26	Freshman
27-59	Sophomore
60-89	Junior
90 or more	Senior

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

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

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

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

Graduate Credit: Students who are within 9 hours of the baccalaureate degree may enroll for graduate courses if approved in advance by the director of graduate studies or dean. Credit in graduate courses cannot be applied toward meeting baccalaureate degree requirements.

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

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

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

While minors typically consist of 18 hours, a few require more. Hours in the minor may be reduced by courses in Liberal Arts and Bible, which also count toward the minor. Thus, while the degree programs in this Catalog stipulate 18 hours, this number varies. A course used in a student's major cannot be used in the minor.

Double Majors: Students pursuing two majors in a single department, where a common core of course requirements exists, must, in addition to completing the requirements for both majors, complete 15 hours beyond the major with the most required hours. No minor is required for double majors.

Students earning two baccalaureate degrees at the same graduation must earn at least 160 hours. Two identical degrees (for example, two B.A.s or two B.B.A.s) may not be awarded at the same commencement.

Post-baccalaureate Students: Until admitted into a graduate program, students who have completed one bachelor's degree will be considered post baccalaureates. Students enrolling at Harding to obtain a second bachelor's degree are required to meet all graduation requirements, including the 8-hour textual Bible requirement. Cumulative hours must total at least 160 hours.

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

Maximum Load: The normal course load is 16 hours per semester. Many first-semester freshmen, however, should limit loads to 14 or 15 hours. The maximum load for a freshman is 18 hours. Sophomores whose cumulative grade point average is 3.0 or who have earned a 3.0 the previous semester may carry up to 19 hours of credit. Juniors and seniors whose cumulative grade point average is 3.0 or who have earned a 3.0 the previous semester may carry up to 20 hours of credit. Under no circumstances may a student enroll in more than 20 hours of credit, including hours earned through concurrent enrollment.

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

Repeat Courses: A student may repeat any course previously taken. The highest grade will be counted in the GPA. Students may not raise their grade point average by repeating a course and then withdrawing. The previous grade will remain on the transcript.

Class Attendance: Class attendance policies are determined by individual faculty members. Admission to the University obligates the student to observe these policies. If a student is dropped from a class for excessive absences, a grade of "WF" will be given for the course. "WF" grades may affect the student's status regarding University policies. Before a student is dropped from a class, the teacher will notify both the student and the Vice President for Academic Affairs by letter. This letter will typically state the status of the student, name the action to be taken, and most importantly, offer an opportunity for the student to contact the teacher. If a student chooses not to contact the teacher, the appropriate action to officially drop the student with the Registrar's Office will proceed. If a student believes that unfair treatment was received from a teacher, the line of appeal is first to the department chair, then the

college/school dean, and finally to the Vice President for Academic Affairs.

Bible Class Attendance: Students who take more than 8 hours in a semester or in Summer School (excluding Intersession) must take a Bible class that meets at least three hours a week.

Bible class attendance is compulsory regardless of the grade being earned. The required Bible class cannot be dropped.

Bible Class Exemptions: Exceptions are limited to students who have completed two Bible courses at HUG or HIZ, students in the supervised teaching semester or field study, students who already have a baccalaureate degree and have met the graduation requirement, and students with more than 120 earned hours, including eight semesters of Bible.

Bible Course Substitutes for Juniors and Seniors: The following courses may be taken as substitutes for required Bible courses by juniors and seniors who have already satisfied the 8-hour Liberal Arts requirement in textual Bible: Upper-level textual Greek and Hebrew courses, missions courses and philosophy courses; BUS 435 by business, public relations, advertising, and family and consumer sciences majors; NURS 413 by nursing majors; PHS 410 by senior science, biology and mathematics majors who meet the qualifications for admission to the course.

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

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

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

Concurrent Enrollment: Upon enrollment at Harding University, students are generally expected to do their coursework at Harding. However, if a student wishes to take a course at another accredited college or university during a semester that he or she is enrolled at Harding — known as concurrent enrollment — the student must petition to receive credit prior to enrolling in the course. Concurrent enrollment includes such courses as resident courses, online courses or correspondence courses. Petitions for concurrent enrollment courses must be pre-approved by the office of the Vice President for Academic Affairs. The student should also consult with his/her adviser. A form for pre-approval is available in the University Registrar's office or it may be requested online.

While living in University housing, no freshman or sophomore student may be concurrently enrolled at another university through online, correspondence or on-site courses.

Hours of credit taken concurrently at another institution will be included in determining the maximum load permitted per semester, and the application of the policies regarding Bible class enrollment, attending chapel or living on campus. The hours will be added to the semester in which the course begins.

Courses from other institutions taken concurrently will not count as hours enrolled for

financial aid eligibility.

Summer School Enrollment at Another Institution: Any undergraduate summer school course that a current student plans to take at another accredited college or university and then transfer to Harding must be pre-approved by the registrar prior to enrolling in the course in the same manner outlined in the previous section concerning concurrent enrollment.

Examinations

COURSE EXAMINATIONS

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

Final examinations in lecture classes may not be taken before final examination week (labs, kinesiology activity and 600-level and above classes are exceptions). Exams may be changed within that week, subject to the approval of the vice president for academic affairs. A change of examination fee, listed in the special fees section, is charged except for confirmed illness and official school representation.

SPECIAL EXAMINATIONS

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

The Harding Testing Office offers many of the standardized tests such as ACT, CLEP, PRAXIS, etc. For the most current test schedule, view www.harding.edu/testing on the Web.

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

ADVANCED PLACEMENT TABLE

AP Course	Score	Course	Credit
Art/History	3	ART 101	2
Art/Studio/Drawing/2D	3	ART 103 or 104, See Dept Chair	
Art/Studio/General	3	See Dept Chair	
Biology	4	BIOL 121	4

Chemistry	3	CHEM 114	4
	4	CHEM 121	4
	5	CHEM 121, 122	8
Computer Science A	4	COMP 170	5
Computer Science AB	4	COMP 170, 245	8
Economics/Macro	3	ECON 201	3
Economics/Micro	3	ECON 202	3
English Lang/Comp	3	ENG 111 or 113	3
English Lit/Comp	3	ENG 111 or 113	3
English Lang and Lit/Comp	3	ENG 111 or 113, 211	6
English Lang or Lit/Comp	4	ENG 111 or 113, 211	6
English Lit and Comp	5	ENG 111 or 113, 211, 201	9
Environmental Science	3	BIOL 250	3
European History	3	HIST 110, 111	6
French Language	3	FR 101, 102	8
French Language	4	FR 101, 102, 201	11
French Language	5	FR 101, 102, 201, 202	14
French Literature	3	FR 271	3
German Language	3	GER 101, 102	8
German Language	4	GER 101, 102, 201	11
German Language	5	GER 101, 102, 201, 202	14
Government & Politics	3	POLS 205	3
Latin	3	LAT 101, 102	8
Math/Calculus AB	3	MATH 201	5
Math/Calculus BC	3	MATH 201, 251	10
Math/Statistics	4	MATH 200	3
Music/Listening/Lit	3	MUS 101	2
Music/Theory	3	MUS 171	4
Psychology	3	PSY 201	3
Physics/B	3	PHS 116	3
	4	PHYS 201, 202	8
Physics/C Mech	3	PHS 116	3
	4 or 5	See Dept Chair	
Physics/C Elect/Mag	3	PHS 116	3
	4 or 5	See Dept Chair	
Spanish Language	3	SPAN 101, 102	8
Spanish Language	4	SPAN 101, 102, 201	11
Spanish Language	5	SPAN 101, 102, 201, 202	14
Spanish Literature	3	SPAN 271	3
U.S. History	3	HIST 101 or 102	3
U.S. History	4	HIST 101, 102	6
World History	3	HIST 110 or 111	3
	4	HIST 110/111	6

Students may be awarded credit for scores on other AP exams; inquiries should be directed to the Testing Office.

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

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

Students should consider taking CLEP exams if their ACT score is 27 or higher or if their SAT critical reading and math score is 1200 or higher. CLEP General Examinations test knowledge in general subject areas. At Harding up to 11 credit hours may be earned on the General Examinations in English, Humanities and Natural Science as follows:

CLEP GENERAL EXAMINATIONS

General Examination	Score	Course	Credit
English Comp with Essay	55	ENG 111 or 113	3
Humanities	55 60	ART 101 or MUS 101 2 from ART 101, MUS 101, ENG 201, 202	2 4 or 5
Natural Science	55	PHS 116 or BIOL 111	3

Computer-based CLEP testing is offered by appointment only, year round, at Harding University. Students may take CLEP exams at any other open test center; the college or university near them may provide a convenient place. If students choose to take CLEP exams elsewhere, they must be sure to list Harding as a recipient of the scores when they take the test. In any case computer-based testing provides students with an immediate score report.

Students may not take either CLEP General Examinations or CLEP Subject Examinations after they have enrolled in a college course for which a CLEP examination might award credit.

To register for a CLEP exam, students should visit the Office of Testing (located in Pryor-England Science Center 114) early in the semester. Educational Testing Service publishes CLEP exams and controls an online system of computer-based testing. **ETS prefers that fees for testing be paid by credit card** at the time students take the test. Paying by check may cause the score report to be delayed by as much as three weeks.

Harding also charges an institutional fee which may be paid in cash or by check at the time students register for a CLEP exam. Fees do change without notice, but for the year 2006-2007 ETS charged \$55 and the Harding fee has been \$15 (nonrefundable). If a student reschedules his/her appointment more than twice, he/she will be charged an additional \$10 each time.

After students take the CLEP exam and their score meets Harding's requirements, they will pay an additional recording fee to the Registrar's Office for each course they wish to place on their Harding transcript. Also subject to change, the fee for 2007-2008 is \$75, paid in cash or by check at the Harding Business Office.

CLEP SUBJECT EXAMINATIONS

Subject Examination	Score	College Course	Credit
Accounting, Intro	60	ACCT 205, 206	6
American Government	65	POLS 205	3
Analysis/Interp of Lit	60	ENG 201 or 202	3
Calculus/Element Func	55	MATH 201	5
College Algebra	55	MATH 151	3
Pre-Calculus	55	MATH 171	5
College French	55	FR 101, 102	8
College German	55	GER 101, 102	8
College Spanish	55	SPAN 101, 102	8
Frsh. Coll. Comp w/ Essay	55	ENG 111 or 113	3
General Biology	55	BIOL 111	3
General Chemistry	55	CHEM 114	4
	63	CHEM 121	4
History of U.S. I	59	HIST 101	3
History of U.S. II	59	HIST 102	3
Macroeconomics	60	ECON 201	3
Marketing, Principles	60	MKTG 330	3
Microeconomics	60	ECON 202	3
Psychology, Introductory	54	PSY 201	3
Sociology, Introductory	55	SOC 203	3
Trigonometry	55	MATH 152	2
Western Civilization I	57	HIST 110	3
Western Civilization II	57	HIST 111	3

INTERNATIONAL BACCALAUREATE (IB)

IB Exam	Level	Score	Course	Credit
Chemistry	HL	4	CHEM 114	4
Chemistry	HL	5	CHEM 121	4
Chemistry	HL	7	CHEM 121, 122	8
History	HL	5	HIST 101 or 102	3
Mathematics	HL	5	MATH 201	5
Physics	HL	4	PHYS 201	4
Psychology	HL	5	PSY 201	3

International Baccalaureate (IB): Credit for other IB courses with minimum HL scores of 5 may be granted after consultation with the appropriate department chair. No credit is awarded for the subsidiary exams, and no tuition is charged. A fee is charged for each course recorded on the student transcript. See special fees section of the catalog.

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

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

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

There is a \$10 application fee for each course attempted. A grade of "C" or higher must be achieved in order to earn credit; the grade earned is not recorded on the transcript. There are no tuition or recording charges. Validation credit counts toward the 96-hour course instruction requirement for graduation.

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

Grades

Grades: The following grade scale is used to indicate student performance in each course:

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

An "I" may be given only when the student has been unable to complete a course for circumstances which, in the judgment of the faculty member, were unavoidable. The deadlines for removing an "I" are as follows: fall incompletes by the end of the eighth week of the spring semester; spring incompletes by July 1; summer incompletes by the eighth week of the fall semester.

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

Grades are available electronically for all students, and are not mailed.

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

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

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

Graduation with Honors: Graduating seniors who achieve at least a 3.5 GPA graduate *cum laude*. Those with a GPA of 3.75 graduate *magna cum laude*, and those with a GPA of 3.9 or higher graduate *summa cum laude*.

Academic Warning, Probation and Suspension: Students who make less than satisfactory academic progress will be identified as being in the academic status categories of Academic Warning, Probation, or Suspension as defined below. Academic statuses of Probation and Suspension appear on the official transcript. Hours Attempted refers to the attempted hours used to calculate the cumulative GPA, and appears on the unofficial transcripts as GPA Hours.

Hours Attempted

(GPA Hours)

Up to 30 credit hours
31 to 45 credit hours
46 to 60 credit hours
61 or more credit hours

Academic Warning

Less than 2.00 Cumulative GPA
Less than 2.00 Cumulative GPA
Less than 2.00 Cumulative GPA

Probation

Less than 1.50 Cumulative GPA
Less than 1.75 Cumulative GPA
Less than 1.90 Cumulative GPA
Less than 2.00 Cumulative GPA

Academic Warning: This status applies to students with less than a 2.00 cumulative GPA on less than 61 hours attempted. It alerts students who are in danger of being put on academic probation, and does not carry any restrictions.

Academic Probation: This status applies to students who have a cumulative GPA below the prescribed minimum for Hours Attempted. Academic Probation is removed only at the end of a semester in which the cumulative GPA meets that required. A student may attend summer school to raise the cumulative GPA enough to be removed from Academic Probation for the fall semester.

Students on Academic Probation are limited to 16 credit hours and are not eligible to represent the University in any extracurricular activities, such as but not limited to intercollegiate athletics, cheerleading, chorus, debate, band, dramatic productions, Spring Sing and student publications. Representing the University includes public performances and trips but not regular meetings and practices.

Students on Academic Warning or Academic Probation are encouraged to repeat courses in which they have earned a grade of "F" or "D" as the fastest way to raise their GPA.

Academic Suspension: Failure to remove Academic Probation by the end of the next semester results in Academic Suspension. However, no student will be suspended at the end of a term in which a 2.25 term GPA has been attained. The University may also academically suspend any student who fails to earn a semester GPA of at least 1.00 during a given semester.

The first academic suspension is for one semester (not counting summer); the second academic suspension is for two semesters (not counting summer); subsequent academic suspensions are for an indefinite period of time.

Appeal of Academic Suspension requires that a letter of appeal be sent to the Academic Retention Committee in the Office of VPAA (HU Box 10773 or vpaa@harding.edu).

Reinstatement after Academic Suspension requires readmission through the Office of Student Life and an academic progress contract with the director of Academic Advising. A reinstated student will be on Academic Probation.

Students on Academic Suspension following the spring semester may be approved by the Academic Retention Committee for a program of summer courses at Harding, and if satisfactory progress is achieved, they may be readmitted for the fall semester.

Courses taken at other schools by students on Academic Suspension will not be accepted for credit at Harding.

ACADEMIC CLEMENCY

Act 1000 of 1991 General Assembly of the State of Arkansas requires that state colleges and universities establish policies for academic clemency for undergraduate students. Harding University has a policy whereby students may petition the University to have previously earned grades and credits removed from the calculations of their cumulative grade-point averages. To be considered for academic clemency, the student must meet the following criteria.

Eligibility

1. The student must not have been enrolled in any institution of higher education for a minimum of five consecutive years.
2. Students who have a cumulative grade point average greater than 1.99 in the semester(s) for which academic clemency is requested are not eligible.
3. Students who have completed a degree are not eligible for clemency.

Conditions

1. The student may submit a written request for academic clemency at the time of admission and no later than the completion of 12 semester hours at Harding University. This request is to be submitted to the Office of the Registrar. Upon verification by the registrar that the student has met all requirements, the student will be granted academic clemency.
2. Academic clemency can be granted only once.
3. Academic clemency will be granted when a student completes a minimum of 12 semester hours at Harding University and earns a minimum 2.00 grade-point average for those hours.
4. Academic clemency will cover all credits earned during the semester(s) for which it is granted. The student may not choose partial semesters or courses. All courses will be affected. Although these credits will not count toward graduation requirements, they will remain on the student's comprehensive transcript. Courses on which academic clemency is granted will not be used in the computation of the cumulative grade-point average. The courses will be indicated on the transcript as zero credit hours.
5. The comprehensive transcript will contain a notation indicating the date that academic clemency is granted.
6. Federal and state financial aid regulations and requirements for veteran's benefits will prevail over institutional academic clemency policy if there is a conflict.
7. Policies related to academic clemency pertain only to Harding University and students should understand this may not be honored by other institutions.

Graduation Requirements

The following are minimum requirements for graduation:

1. Complete and pass 128 semester hours. Some majors require more.
2. Complete and pass 96 hours of formal instruction (classroom instruction, independent study, co-op and field work, contract courses, validation, correspondence courses). Credit earned without formal instruction (AP, CLEP, IB, credit by examination) does not count toward the 96.
3. Complete and pass 45 hours of upper-level work (courses numbered 250 and above at Harding).
4. Complete and pass 32 hours in residence at Harding.
5. Complete and pass 23 of the last 32 hours in residence at Harding.
6. Earn a GPA of 2.0 or higher on all work; some majors require a higher GPA.
7. Earn a GPA of 2.0 or higher in the major; some majors require a higher GPA.
8. Transfer students must earn a 2.0 GPA or higher in all work taken at Harding.
9. Transfer students must earn a GPA of 2.0 or higher in all courses taken at Harding in their major.
10. Transfer students must earn 9 upper-level hours in their major (for a Bible major, 10 hours) at Harding.
11. Transfer students must complete 60 hours at a four-year institution.
12. Complete and pass all Liberal Arts and major requirements as outlined in the Catalog.
13. Complete and pass 8 hours of textual Bible, which must include at least 2 hours of Old Testament. (Students enrolled in more than 8 hours must enroll in a Bible class.)
14. Satisfy the English Proficiency requirement in one of the following ways:
 - (1) Pass ENG 249.
 - (2) Earn a grade of "B" or higher in HNRS 201 or in both ENG 111 (or 113) and 211 (or earn CLEP credit in ENG 111 (or 113) and a grade of "B" or higher in ENG 211).
 - (3) Earn a grade of "C" or higher in ENG 281 at Harding.
 - (4) Receive credit in ENG 111 or 113 and 211 at Harding through the Advanced Placement Program or the International Baccalaureate Program.
 - (5) Pass the English Proficiency Examination (EPE) after reaching junior standing. Students may take this test only four times and may not take it after earning 105 hours.
15. File a "Request for Degree" form and a signed degree evaluation audit with the Registrar's Office. Spring or summer graduates must file the request for degree early in the fall semester of the senior year. Fall graduates must file early in the spring semester of the senior year.

Academic Integrity Policy

OUR INTEGRITY COVENANT

We, the members of the Harding community, recognize that our covenant of integrity is with three parties.

First and foremost, students and faculty recognize their covenant with God. All morality is ultimately defined by the very nature of God, in whom all truth can be found. Desiring

to reflect the heart and nature of Christ, we make a covenant with our God to be truthful and transparent.

Second, we acknowledge that we have a covenant with each other. By doing our own work, working hard, and receiving credit and recognition that represent effort and sacrifice, we create and maintain an atmosphere of excellence and fairness. As members, therefore, of this Christian community we covenant with each other to guard and protect our commonly held trust.

Third, integrity is a covenant that we make with ourselves. Our goal of being servants deserves our every effort to dedicate ourselves fully to those disciplines of study and research that will contribute to the formation of our character and our academic skills. Academic rewards obtained without personal and authentic effort rob us of both the spiritual and professional preparation that God desires.

Our academic integrity originates in the very nature of God, manifests itself in our commonly held and protected reputation, and reveals its value in the prepared Christ-like servanthood that results from a disciplined life.

OUR INTEGRITY PRINCIPLE

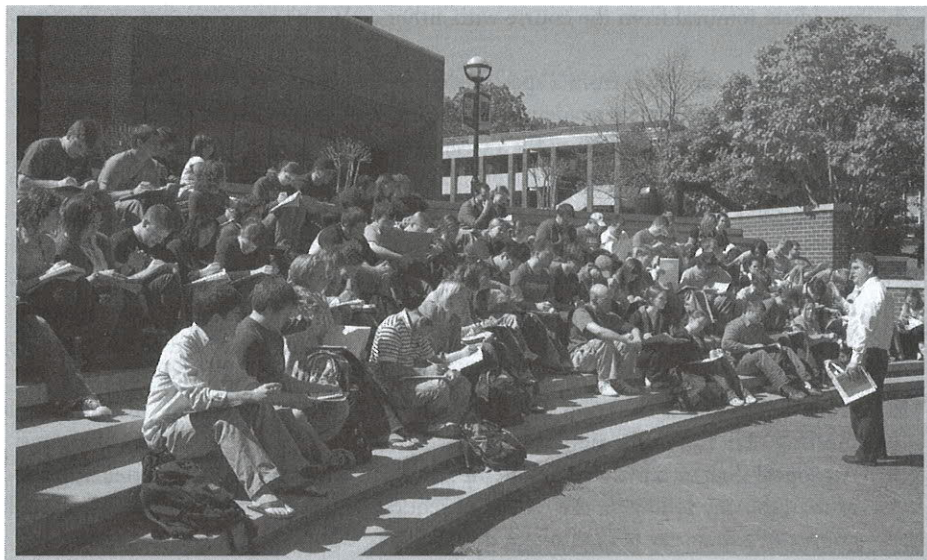
Honesty: Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

Authenticity: Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.

Accountability: Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

OUR INTEGRITY PLEDGE

I hereby pledge to God, to the Harding University academic community, and to myself that I will uphold godly standards of honesty, authenticity and accountability in all my undertakings.



RESOLUTION OF ACADEMIC MISCONDUCT

Incidents of alleged academic misconduct shall be resolved according to the following process:

1. Following discovery of the suspected academic misconduct, the faculty member shall meet with the student to discuss the allegation.
2. If the faculty member determines that misconduct has occurred and that sanctions should be imposed, the incident shall be reported to the program chair or dean of the academic division and the Assistant Vice President of Academic Affairs (AVPAA) prior to the imposition of sanctions.
3. The AVPAA and dean or program chair shall be available to the faculty member as consultants during the resolution process.
4. Consequences of misconduct pertaining to the course (items 1-4 below) shall be determined by the faculty member. Suspension from the specific academic program (item 5) shall be determined by the dean or program director. Additional consequences involving University sanction (items 6-8) shall be made by the AVPAA.
5. The faculty member shall provide specific charges and consequences in writing to the student along with the right to appeal.
6. The student shall have the opportunity to file a written request for an appeal with the Office of Academic Affairs (see Appeal Process below).
7. The faculty member shall complete an Academic Misconduct Form with an attached copy of the letter to the student and forward it to the VPAA with a copy to the chair or dean of the academic division.

CONSEQUENCES OF ACADEMIC MISCONDUCT

One or more of the following consequences shall result when academic misconduct has been determined:

1. Repeating of the assignment or completion of an additional assignment, with possibly less credit awarded in either case.
2. Lowering of the grade on the test or assignment, possibly to "F" or zero.
3. Lowering of the grade for the course, possibly to "F."
4. Immediate removal from the course with either a "W" or an "F" placed on the transcript.
5. Suspension or expulsion from a specific degree program.
6. Placement on disciplinary academic probation.
7. Suspension from the University for a designated time.
8. Permanent expulsion from the University.

Consequences shall be increased in severity if there are repeated or multiple offenses.

APPEAL PROCESS

The following statements apply to the appeal procedure:

1. After formal notification of disciplinary action, a student shall have 48 hours to file a request for an appeal with the Office of Academic Affairs or forfeit that right.
2. A student who fails to appear within 15 minutes of the arranged time for the appeal meeting shall forfeit the right to appeal.
3. An appeal shall be scheduled before the Academic Misconduct Committee no sooner than the day following the receipt of request. A quorum for the committee shall consist of a majority of committee members.

4. The appeal shall be conducted in a fair and reasonable manner.
5. All witnesses shall be required to affirm the truth of their testimony.
6. Presentation of evidence shall be as follows:
 - a. Evidence that supports the charge against the student.
 - b. Evidence of innocence or mitigation by the accused student.
 - c. Rebuttal evidence by both parties.
 - d. Closing statements by both parties.
7. Both parties shall have reasonable opportunity for cross-examination of witnesses.
8. The appeal shall be open to the appealing student, the involved faculty member, and witnesses with relevant evidence to present. Only two eyewitnesses from each side may present their case, and neither legal counsel, guardian, spouse nor parents of the student shall be permitted to appear before this committee.
9. An audio recording of the appeal shall be made.
10. Following the appeal, the Academic Misconduct Appeals Committee, by a majority vote, shall determine whether or not the case has been supported. The committee shall inform the student of its decision. This decision shall be final.
11. The Vice President for Academic Affairs or the committee may set the terms and conditions of a suspension and readmission.
12. A student who has been suspended may not be on campus unless specific permission is granted by the Vice President for Academic Affairs or a Student Life dean. If campus housing is used by the disciplined student, the residence life coordinator must be notified of the decision.

ACADEMIC MISCONDUCT COMMITTEE

The Academic Misconduct Committee (AMC) shall be a standing University committee chaired by the Vice President for Academic Affairs. The AMC shall consist of the Assistant Vice President for Student Life, one faculty member per college nominated by the dean, and one student per college nominated by the University Student Association or the Honors College.

RECORDS OF ACADEMIC MISCONDUCT

An Academic Misconduct Form shall be completed for each instance of academic misconduct.

The office of the Vice President for Academic Affairs shall ensure maintenance of official records related to academic misconduct.

The office of the Vice President for Academic Affairs shall determine whether or not the student has a prior incident of academic misconduct. If it is determined that the student engaged in academic misconduct, then the student's prior record of academic misconduct shall be considered in imposing further sanctions.

TYPES/DEFINITIONS OF OFFENSES

1. **Cheating:** Use or attempted use of unauthorized materials, information or study aids in any academic exercise. Such infractions include, but are not limited to, the following:
 - a. Using materials not authorized by the teacher, such as hidden notes, tape recorders, cell phones, cameras, text messages, wands, computers, or other electronic devices, for the completion of a quiz or test.
 - b. Copying from another student during a quiz or test.
 - c. Copying another student's assignment or project.

- d. Obtaining answers to online quizzes and tests.
2. **Plagiarism:** Representing the words, ideas or data of another as one's own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such violations include, but are not limited to, the following:
 - a. Purchasing a paper from an electronic source or other entity.
 - b. Downloading a partial paper or an entire paper from the Internet and submitting it as one's own or allowing someone else (including tutors) to write, or significantly rewrite, a paper and then submitting it as one's own.
 - c. Using ideas, paraphrases, and/or direct quotes from a source without clear documentation of that source.
 - d. Recycling a paper from a concurrent class or a class that was previously taken in high school or college without the permission of the instructor to do so.
 - e. Copying verbatim from a source without using quotation marks, even if the source has been cited.
 - f. Copying, in part or in whole, from a print source, media broadcast or recording, or the Internet or other electronic media without proper acknowledgement of the source.
 - g. Copying another person's sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.
3. **Fabrication:** Falsification or unauthorized invention of any information or citation in an academic exercise. Such misconduct includes, but is not limited to, the following:
 - a. Taking a course, test or quiz for another student.
 - b. Fabricating source information within an assigned paper and/or on the works cited page.
 - c. Fabricating lab or research information.
 - d. Submitting collaborative and/or group work as one's own, unless the instructor has given permission for students to do so.
 - e. Completing another student's class assignment for the student.
 - f. Collaborating on out-of-class assignments with students, professors, family members and/or friends when the instructor intended for students to work independently.
 - g. Claiming to have attended an assigned function, such as a service activity, a performance, a job interview, a home visit, a symposium, an observation, or a lecture without having attended the function or performed the actual service.
 - h. Lying to a University employee about assignments or attendance.
 - i. Making unauthorized use of University letterhead.
 - j. Forging a signature for academic purposes.
 - k. Attempting to change an assigned grade or other information on any official University document, data source or electronic item.
4. **Aiding and abetting academic dishonesty:** Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:
 - a. Allowing another student to copy one's work and to submit the work as his or her own.
 - b. Stealing an exam or quiz from an instructor or copying a test or quiz and/or sharing it with other students.
 - c. Sharing test questions with another student who has not taken the test.
 - d. Giving answers to online quizzes and tests.

- e. Sharing test results in a non-proctored test environment in which an honor code is imposed.
 - f. Failing to challenge dishonest conduct witnessed in other students.
5. **Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience.** Such academic misconduct includes, but is not limited to, the following:
- a. Identifying oneself as a Harding student in off-campus locations for unauthorized academic, professional or personal gain (for example, using a student nursing ID badge to gain access to a hospital area for non-educational purposes).
 - b. Violating the privacy of employees or patients in learning environments.
 - c. Disregarding policies of work environments in which learning occurs.
 - d. Acting in a manner that violates course policies or policies of the academic division.
6. **Theft, abuse, hoarding or concealment of academic property.** Academic property includes, but is not limited to, the following:
- a. Library resources and materials
 - b. Laboratory equipment and supplies
 - c. Departmental or class resources
 - d. Tests and quizzes

Academic Grievance Procedure

This section covers undergraduate students only. Procedures for graduate students may be found in the Harding University Graduate Catalog.

The following procedures do not include matters of academic misconduct. These matters are covered in the previous section of this catalog.

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

1. The student must register his or her complaint in writing to the faculty member within seven days following the alleged incident. Within the writing, the student must set forth reasons and grounds for the grievance. Upon receipt of the complaint, the faculty member must 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 Humanities or the College of Sciences, then it is the student's responsibility to register the complaint in writing with the department chairman. Upon receipt of the complaint, the department chairman must meet with the faculty member and the student and strive to resolve the problem. If a resolution cannot be reached within five days, then it is the student's responsibility to initiate the grievance procedure set forth in paragraph 2 and following.
 - b) If a resolution cannot be reached within five days and the complaint concerns a course within the College of Bible and Religion, College of Business Administration, College of Education or College of Nursing, then it is the student's responsibility to initiate the grievance procedure set forth in paragraph 2 and following.
2. If, after completion of the procedure set forth in paragraph 1 above, the student believes that the grievance has not been equitably resolved, then he or she may file an

appeal in writing with the appropriate dean and set forth within the appeal the grounds and reasons of the appeal. The dean must immediately notify the involved faculty member of the appeal and, upon notification, the faculty member will have three days to respond in writing to the allegations.

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

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

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

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

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

- a) Affirm the decision made by the Grievance Committee, in which case the decision is final.

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

Upon final decision of the Appeals Committee, the student will have exhausted his or her right of appeal within the University.

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

Withdrawal Procedures

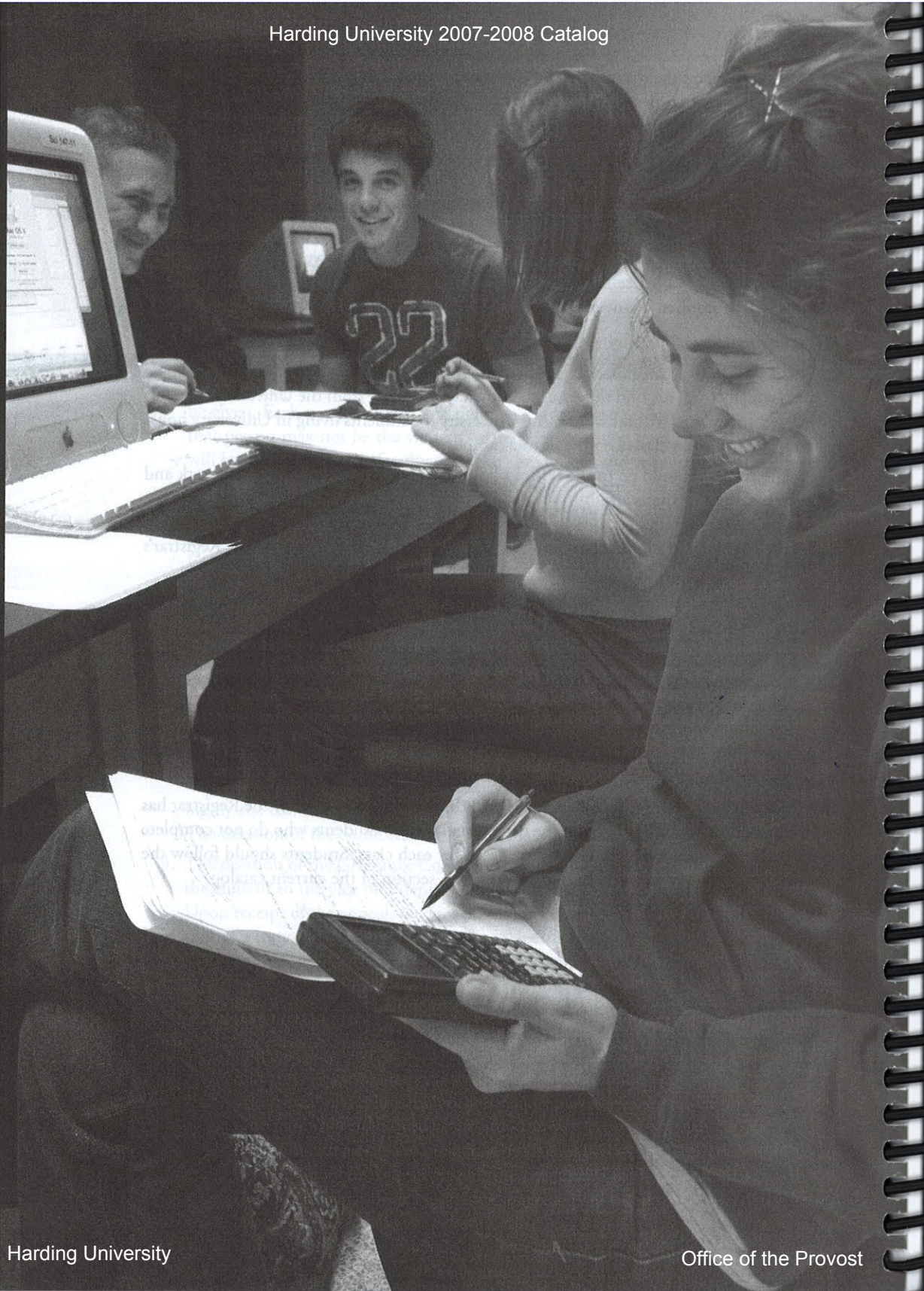
Occasionally students find they must completely withdraw from the University. The following are the steps to withdraw from the University for students living in University housing and/or enrolled in classes on the Searcy campus:

1. The student should go to the Office of Student Life to complete the paperwork and to have an exit interview.
2. The student is required to visit with the Office of Financial Aid for an exit interview.
3. The student will submit the completed and signed withdrawal form to the Registrar's Office.

The following are the steps to withdraw from the University for students who are enrolled in a class not on the Searcy campus or enrolled only in online courses:

1. Complete a withdrawal form and submit it to the Office of Student Life or fax a written notice to the Office of Student Life at (501) 279-4059 or mail the notice to the Office of Student Life, Box 12252, Searcy, AR, 72149 providing name, student ID number, home address, telephone number, semester of withdrawal and signature.
2. The Office of Student Life will notify the Office of Financial Aid, the Business Office, and the Registrar's Office of the withdrawal.

Students will not be considered officially withdrawn until the Office of the Registrar has received notification and completed the drop for all classes. Students who do not complete an official withdrawal may receive a failing grade for each class. Students should follow the deadline dates as listed in the academic information section of the current catalog.



Expenses

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

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

Admission Fees: Two fees should accompany the Application for Admission — a \$35 application fee and a \$125 housing/security deposit. These may be forwarded as one check or money order for \$160 made payable to Harding University. The application fee is nonrefundable and is designed to cover the cost of application processing. The housing deposit will be used to reserve a room each semester and as a security deposit against damage. The housing/security deposit will be refunded for residence hall rooms if your reservation is canceled before May 1 for the fall semester, Oct. 1 for the spring semester, or April 15 for Summer Session. Commuting students should file only the \$35 application fee. Married students applying for campus housing should file, in addition to the \$35 application fee, a \$125 apartment reservation deposit for a total of \$160. The apartment reservation deposit for Harding Village Apartments is \$200. The apartment reservation deposit is refundable if the reservation is canceled 30 days before occupancy date.

Typical Expenses: A typical resident student taking 15 hours per semester can meet all regular expenses of tuition, fees, room and food service for \$17,939 for the school year. A non-boarding student can meet expenses of tuition and fees for \$12,385. These expenses are illustrated in the following table:

	SEMESTER	YEAR
Tuition (15 semester hours)	\$5,970.00	\$11,940.00
*Technology/Academic Enrichment Fee	210.00	420.00
Meals (14-meal plan plus \$200 declining balance)	1,384.00	2,768.00
Residence Hall Rent	1,405.00	2,811.00
Total basic cost for typical student	\$8,969.00	\$17,939.00

***Technology/Academic Enrichment Fee:** Each full-time student (11 or more hours) will pay a special fee of \$210 per term as a Technology Academic Enrichment Fee. Students taking 10 credit hours or less will pay \$21.00 per credit hour.

Food Service: Food service ranges from \$467 to \$1,603 per term, depending on the meal plan selected. Each plan includes a \$200 declining balance. Declining balances may be carried forward from fall to spring terms. All students who live in residence halls (except Pryor Hall and Shores Hall) are required to eat in the cafeteria. Freshmen and sophomores must choose either Meal Plan 1 (300 Meal Block) or Meal Plan 2 (210 Meal Block). Juniors and seniors may choose Meal Plan 1, Meal Plan 2 or Meal Plan 3 (150 Meal Block). Meal Plan 4 (75 Meal Block) and Meal Plan 5 (35 Meal Block) may be selected by off-campus students and students living in Pryor, Shores, Cone or Searcy Hall. Students who have a physician's statement prescribing a special diet are still required to eat in the cafeteria, but the cafeteria will furnish the diet prescribed by the physician at the regular cafeteria price.

Married Student Housing: Married student housing is available. Contact the Office of Residence Life.

COURSE FEES

ART 105	22.00
ART 200	10.00
ART 205	31.00
ART 211	32.00
ART 220	60.00
ART 235	80.00
ART 240	Depends on field
ART 251	16.00
ART 255	80.00
ART 260	21.00
ART 312	13.00
ART 340	92.00
ART 345	95.00
ART 349	77.00
ART 350	56.00
ART 365	82.00
ART 370	12.00
ART 372	36.00
ART 375	13.00
ART 400, 401 (each)	79.00
ART 451/452	47.00
ART 475	Depends on field
BHIS 345	150.00
BIOL 121, 122, 311, 352, 406, 416 (each)	22.00
BIOL 249, 253 (nonrefundable)	64.00
BIOL 408	27.00
BIOL 440	35.00
BMIN 321	71.00
BMIS 388	385.00
BRS 100, 101, 301	290.00
BRS 102, 302	434.00
BUS 400	102.00
BUS 420	29.00
CHEM 114 (nonrefundable)	46.00
CHEM 121 (nonrefundable)	55.50
CHEM 122 (nonrefundable)	55.50
CHEM 216 (nonrefundable)	46.00
CHEM 249 (nonrefundable)	46.00
CHEM 250 (nonrefundable)	46.00
CHEM 261 (nonrefundable)	46.00
CHEM 315 (nonrefundable)	46.00
CHEM 325 (nonrefundable)	46.00
CHEM 327 (nonrefundable)	46.00
CHEM 405 (nonrefundable)	79.00
CHEM 411 (nonrefundable)	46.00
CHEM 412 (nonrefundable)	46.00
CHEM 450 (nonrefundable)	46.00
CJ 470 (liability insurance)	105.00
COMD 276	25.00

COMD 277	25.00
COMD 380 (includes liability insurance)	100.00
COMD 381 (includes liability insurance)	100.00
COMD 421 (includes liability insurance)	265.00
COMM 220	15.00
COMM 305	15.00
EDFD 202	24.00
EDFD 320	24.00
EENG 320	40.00
EENG 321	40.00
EENG 420	100.00
ELED 314, SEED 314, SPED 314	77.00
ELED 408	27.00
ELED 381	102.00
ELED 383	235.00
ELED 441	235.00
ELED 442	235.00
ELED 481	102.00
ENGR 220	40.00
ENGR 221	40.00
ENGR 420	75.00
ENGR 421	75.00
FCS 101	15.00
FCS 203	15.00
FCS 267 (liability insurance)	66.00
FCS 300 (liability insurance)	58.00
FCS 301	408.00
FCS 310	408.00
FCS 322	10.00
FCS 323	10.00
FCS 420	55.00
FCS 424	55.00
GUI 100, 101, 301	290.00
GUI 102, 302	434.00
GUI 111, 112	138.00
HED 311	170.00
HED 312 (optional noncredit driver education instruction)	170.00
HIST 251	72.00
HIST 461	32.00
IB 345	40.00
KINS 101	39.00
KINS 125	22.00
KINS 133	varies with activity
KINS 302	23.00
KINS 303 (liability insurance)	72.00
KINS 352 (liability insurance)	72.00
KINS 354 (liability insurance)	72.00
KINS 355, 356 (each)	18.00
KINS 367 (liability insurance)	72.00
KINS 418 (liability insurance)	72.00
KINS 420 (liability insurance)	72.00

MATH 440	35.00
MENG 321	40.00
MENG 340	40.00
MENG 420	100.00
MGT 430	100.00
MGT 445	520.00
MUS 273	241.00
MUS—half-hour private lesson per week	290.00
MUS—hour private lesson per week	434.00
MUS—piano rental (private piano/voice students)	48.00
NURS 100	96.00
NURS 203	66.00
NURS 300	134.00
NURS 315	193.00
NURS 321	96.00
NURS 350	87.00
NURS 351, 352 (each)	141.00
NURS 362	115.00
NURS 413	56.00
NURS 450	141.00
NURS 452	84.00
NURS 453	107.00
NURS 454	77.00
NURS 455	61.00
NURS 462	115.00
Nursing liability insurance is included in course fees.	
PERC 100, 101, 301	290.00
PERC 102, 302	434.00
PHS 110	10.00
PHYS 201/202 (each)	53.00
PHYS 211/212 (each)	53.00
PHYS 301	46.00
PHYS 305	46.00
PHYS 380	46.00
PHYS 415	46.00
PIA 100, 101, 301	290.00
PIA 102, 302	434.00
PIA 111, 112	138.00
PIA 211, 212	138.00
POLS 461	32.00
PSY 440 (liability insurance)	118.00
RECR 210	16.00
SEED 314	75.00
SEED 419-431 (each)	24.00
SEED 451, 461 (each)	203.00
SEED 481	102.00
SOCS 461	31.00
SPED 481	102.00
STR 100, 101, 301	290.00
STR 102, 302	434.00

SWK 452 (liability insurance)	170.00
VOI 100, 101, 301	290.00
VOI 102, 302	434.00
VOI 111	138.00
WWND 100, 101, 301	290.00
WWND 102, 302	434.00

SPECIAL FEES

Advanced Placement credit (per course)-recording fee	\$78.00
Car sticker (nonrefundable)	25.00
Career Center	11.00
Change of examination fee (each)	10.00
CLEP credit (per course)-recording fee	78.00
CLEP national examination (per test; includes administration fee; subject to change by College Board)	75.00
Credential package (mailed or faxed) placement fee	10.00
Credit by examination fee (per course; plus tuition if credit is earned)	10.00
Drop and Add fee (each transaction)	10.00
Exemption examination (per course)	10.00
Graduation fee (required of all graduates whether attending or not)	105.00
International Baccalaureate credit (per course)-recording fee-high school	78.00
International Program fees (depends on the program in which the student participates)	

Harding University, Australia; Fall 2007

Application fee	300.00
Travel payments	2,080.00
	2,080.00
Tuition	6,368.00
Room and board	3,700.00
Program fee	1,474.00
Technology fee	210.00
Total (does not include application fee or travel payments)	11,752.00

Harding University, Florence; Fall 2007, Spring 2008, Summer 2008

Application fee	300.00
Travel payments	1,880.00
	1,880.00
Tuition	6,368.00
Room and board	3,300.00
Program fee	1,712.00
Technology fee	210.00
Total (does not include application fee or travel payments)	11,590.00

Harding University, Greece; Fall 2007, Spring 2008, Summer 2008

Application fee	300.00
Travel payments	1,980.00
	1,980.00
Tuition	6,368.00
Room and board	3,700.00
Program fee	1,630.00
Technology fee	210.00
Total (does not include application fee or travel payments)	11,908.00

Harding University, Zambia; Fall 2007

Application fee	325.00
Travel payments	1,980.00
	1,980.00
Tuition	6,368.00
Room and board	3,700.00
Program fee	1,630.00
Technology fee	210.00
Total (does not include application fee or travel payments)	11,908.00

Harding University, France/Switzerland; Spring 2008

Application fee	300.00
Travel payments	1,950.00
	1,950.00
Tuition	6,368.00
Room and board	3,500.00
Program fee	1,452.00
Technology fee	210.00
Total (does not include application fee or travel payments)	11,530.00

Harding University, England; Fall 2007

Application fee	300.00
Travel payments	1,892.00
	1,892.00
Tuition	6,368.00
Room and board	3,600.00
Program fee	1,568.00
Technology fee	210.00
Total (does not include application fee or travel payments)	11,746.00

Harding University, Scotland (College of Education); Summer 2008

Application fee	300.00
Travel payments	845.00
	845.00
Tuition	3,184.00
Room and board	1,800.00
Program fee	439.00
Technology fee	120.00
Total (does not include application fee or travel payments)	5,543.00

Harding University, England (Department of Art); Summer 2008

Application fee	300.00
Travel payments	1,965.00
	1,965.00
Tuition	5,970.00
Room and board	3,000.00
Program fee	610.00
Technology fee	210.00
Total (does not include application fee or travel payments)	9,790.00

Harding University, England (College of Business Administration); Summer 2008

Application fee	300.00
Travel payments	600.00
	600.00
Tuition (spring semester 3 hours)	1,194.00
(summer semester 6 hours)	2,388.00

Room and board	2,198.00
Program fee	610.00
Technology fee	210.00
Total (does not include application fee or travel payments)	8,100.00
Late registration	50.00
PRAXIS I and II (subject to change by ETS; varies by major)	189.00-350.00
Post office box rent (required in college housing, nonrefundable, each semester)	24.00
Schedule re-entry fee	100.00
Technology fee	210.00
Validation examination (per course)	10.00

Summer Session Expenses: For financial information regarding Summer Session, contact the University Business Office.

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

Financial Policies

Financial Responsibility: Harding's financial well-being is dependent upon prompt payment of accounts. For this reason, Harding transcripts and diplomas will not be released if a student has failed to take care of any indebtedness to the University. Exception is made for government loans if they are not past due. Failure to meet financial obligations to the University may result in the delinquent account being placed with a collection agency. Students are responsible for all attorney fees and other collection costs incurred by the University in collecting accounts. Term charges are not reduced for late enrollment. There will be a \$25 service charge on all dishonored checks.

Payment of Accounts: Payments may be made via electronic form, mail, telephone or in person at the Business Office, located in the Administration Building. Payments may be in the form of cash, check, money order or credit card. Visa, MasterCard and Discover credit cards are accepted.

Payment options:

1. Pay the total balance by the due date on the first billing statement.
2. Enroll in Harding University Payment Plan. Enrollment fee is \$25 per term (fall and spring only). Deadline to enroll is the first day of classes. Pay the balance due in four monthly payments. A late fee of \$35 will be assessed if a due date is not met. No interest will accrue on the Harding Payment Plan.
3. Accounts not paid in full or not enrolled in the payment plan will be subject to a 9 percent per annum interest charge compounded monthly. Interest charges are not reduced for delays in receiving financial aid.
4. Any additional charges incurred during a term will be posted to the student's account and should be paid by the due date on the statement. Examples include adding classes, traffic fines, library fines, adding declining balances, etc. Any credits posted to an account will appear on the monthly statement. Zero balance statements are only mailed at the beginning of the term.

Students wishing to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA). Deadlines must be observed, and supporting documents may be

required. Applications must be completed each year the student requests financial aid. Students must be sure to observe filing dates beginning with April 15 for the following school year. Students are notified periodically of documentation (if any) that is missing from their financial aid file.

If prior term charges have not been paid in full, enrollment for a future term will be delayed until payment is received or satisfactory payment arrangements have been approved.

Refunds: Students are granted admission with the understanding that they are to remain for a full term. A student who enrolls in a class but does not attend or stops attending and does not officially withdraw may not receive a refund. An official withdrawal from the University begins in the Student Services Office. A refund of tuition will be made based on the following schedule. (Days indicated are days of the term, excluding Saturday and Sunday.)

Day 1-3	100 percent refund of tuition
Day 4-5	90 percent refund of tuition
Day 6-10	80 percent refund of tuition
Day 11-15	60 percent refund of tuition
Day 16-20	40 percent refund of tuition
Day 21-25	20 percent refund of tuition
Day 26-end of term	No refund of tuition

After a student withdraws from the University, room and board will be refunded on a pro rata basis. No refunds for board will be made for absences while enrolled in the University.

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

Residence Hall Security Deposit: The security deposit will be kept as long as a student lives in University housing. When the student leaves University housing, the deposit will be applied to any unpaid balance on the student's account or it will be refunded within 90 days.

Credit Balance Refunds: Students may request a refund through Pipeline. No refunds are issued during the first week of classes.

Tuition Refund Plan: A protective insurance program provided by DEWAR Insurance Company is available and enrollment is voluntary. The policy will minimize the financial loss for students who suffer a serious illness or accident and have to leave the University. Enrollment is processed by the Business Office.

Financial Aid

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

These funds are administered wholly or in part by the Office of Student Financial Services. Requests for information and assistance should be directed to Harding University, Box 12282, Searcy, AR 72149-2282; telephone (501) 279-4257 or 1-800-477-3243 (toll free); or e-mail finaid@harding.edu.

Requirements: Application for aid should be made as follows:

1. Apply or be admitted to Harding University. Application forms are available from the Office of Admissions Services.
2. Complete the Free Application for Federal Student Aid (FAFSA).

3. Request any other application forms for financial aid from the Office of Student Financial Services.

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

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



FINANCIAL AID FUNDING LIMITATIONS

Full-Tuition Limitation: The combined maximum award for all Harding-funded grants, scholarships, discounts or other assistance is limited to a student's full-tuition charges. Should a student receive multiple Harding-funded awards in excess of full tuition, the awards will be reduced to actual tuition costs. NOTE: NCAA grant-in-aid athletic contracts and Harding-funded National Merit Scholarship Corporation awards are exempt from the full-tuition limitation.

Direct-Costs Limitation: Harding-funded scholarship assistance may be combined with other financial assistance (including private, state and federal grants and scholarships), not to exceed a student's actual direct costs. Direct costs include full tuition, technology fees, standard (multi-occupancy) dorm and standard (210 meals per semester) board. The cost of books, activity or class fees, privileged housing supplemental charges, and the costs associated with maintaining or purchasing a computer are not considered direct costs. Should a student receive multiple awards in excess of direct costs, Harding-funded scholarships will be reduced until total scholarships/discounts do not exceed direct costs.

Financial Aid Budget Limitation: Aid in the form of student loans, parent loans and work may be received in excess of direct costs, not to exceed a student's financial aid budget. A financial aid budget includes all direct costs, as well as a reasonable allowance for books, transportation to and from school, and personal expenses. Please refer to the financial aid Web site for a listing of all financial aid budget components.

Return of Federal Aid Funds (Title IV): Students who receive Title IV financial aid (federal loans, federal grants, etc.) and withdraw, drop out, or are dismissed are subject to a calculation to determine the amount of federal aid that was "earned" and "unearned" for the semester. The earned aid is calculated by comparing the number of days completed against the total days in the semester (including weekends). For example, if a student completed 29 days of a regular 116 day semester, the student will be determined to have earned 25% of total aid eligibility. Once the student has completed at least 60% of the semester, all aid is considered earned.

If total federal aid disbursements are less than the amount earned by the student, the student or parent (in the case of a parent loan) will be eligible for a post-withdrawal disbursement. Borrowers eligible for a post-withdrawal disbursement will be notified of their eligibility within 45 days after beginning the withdrawal process and must respond to the aid offer within 14 days.

If total federal aid disbursements are greater than the amount earned by the student, the **student will owe a balance to the University and/or the federal government.** Unearned funds must be returned within 30 days in the following order:

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

Please refer to the Academic Information section of this catalog for detailed withdrawal procedures. Students that stop attending classes without withdrawing, as well as students that receive all failing grades, will be considered unofficially withdrawn. The withdrawal date for

all unofficial withdrawals will be determined by the Student Life Office according to the last academic activity completed.

Financial Aid Probation and Suspension: Students who receive Title IV financial aid must make satisfactory progress toward a degree. Satisfactory progress includes maintaining the following grade point averages:

- 1.50 up to 30 semester hours
- 1.75 31 up to 45 semester hours
- 1.90 46 up to 60 semester hours
- 2.00 61 or more semester hours

In addition, students attempting full-time enrollment must successfully complete at least 12 hours each semester, and all students must complete all coursework within 150% of the published length of the program (even if the student changes majors, enrolls in remedial coursework, or did not receive federal aid for the entire period of enrollment). Students attempting fewer than 12 semester hours must successfully complete all hours attempted and complete the academic program within the allowable timeframe permitted for a part-time student. Students may repeat enrollment in any courses (either to pass a previously failed course or to simply earn a better grade) so long as all coursework is completed within the 150% maximum timeframe permitted. All hours of enrollment after the free drop/add period are considered attempted hours. Earned hours include all courses for which the student has not withdrawn.

Enrollment progress and grade point average monitoring occurs at the end of each fall and spring semester only.

Failure to maintain the required grade point average or successfully complete degree work as specified will result in financial aid probation status. Probation is removed at the end of the semester in which the student has satisfied the grade point average and enrollment criteria. Failure to remove financial aid probation status the following semester results in financial aid suspension.

Transfer students are automatically considered in Financial Aid Probation status during their first semester of enrollment at Harding University. Transfer Student Financial Aid Probation status is removed at the end of the first semester if the student earns a satisfactory cumulative GPA and completes all hours attempted, or completes a minimum of 12 hours if enrolling at least full-time. Should a transfer student be admitted with fewer than 80% of attempted hours completed or with a GPA below the above listed standards, the student will be considered in financial aid suspension status during the first semester of enrollment.

Students on financial aid suspension are not eligible to receive Title IV financial aid. Financial aid suspension status caused by circumstances outside of the student's control may be appealed in writing to the Academic Advising Center. Appeals must be received at least 60 days prior to the term for which the student is appealing. Contact advisingctr@harding.edu for additional information. Students approved by appeal will automatically be placed back in financial aid probation status for the first semester of renewed aid eligibility.

Scholarships

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

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

Transfer students (students with 14 or more transferable hours) are not considered freshmen and are not considered for the previously mentioned scholarship. Instead, transfer students with a 3.4 or higher college GPA will be considered for a transfer student scholarship.

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

National Merit Scholarships: An unlimited number of scholarships are available to National Merit Scholarship finalists. Finalists are granted a full-tuition scholarship and compete for a generous stipend that can be used toward additional educational expenses. During eight semesters of enrollment, this scholarship will exceed \$40,000. To obtain this award, the finalist must list Harding University as his or her first-choice school with the National Merit Corporation prior to their notification deadline.

To retain their scholarship, students must be full-time and maintain a 3.25 cumulative grade point average.

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

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

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

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

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

Endowed Scholarship Funds: Scholarship funds have been established by friends of the University in order to help students receive an education. When students apply for admission to Harding, they are considered for most scholarships for which funding is available. In many cases, these funds are used to pay for scholarships they already have been awarded. Information about new scholarships, scholarships requiring a separate application, and other sources of scholarship funding is available on the Office of Student Financial Services' Web

site, www.harding.edu/finaid, or by contacting the office at (501) 279-4257.

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

Total scholarship aid may not exceed total tuition.

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

GOVERNMENT GRANTS

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

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

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

LOANS

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

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

Through this program students may borrow at an interest rate of 6.8 percent. Repayment does not begin until six months after students graduate or cease taking a half-time load of study. The government pays the interest while students are in school if they qualify for a subsidized loan based on need. Students who do not qualify on the basis of need are given unsubsidized loans and are responsible for the interest that accrues while in school.

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

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

WORK

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

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

Students approved for work on campus are eligible for work but are not guaranteed an assignment. Neither can Harding promise students will be able to earn all of the award for

which they are eligible. After arriving on campus, those who have been approved for and have not obtained work should contact the Cooperative Education office for assistance in locating an assignment. Students are paid minimum wage on the college Work-Study program and are switched to the Harding program when Work-Study funds are expended. The Harding program rate of pay is 85 percent of minimum wage.

VETERANS PROGRAMS

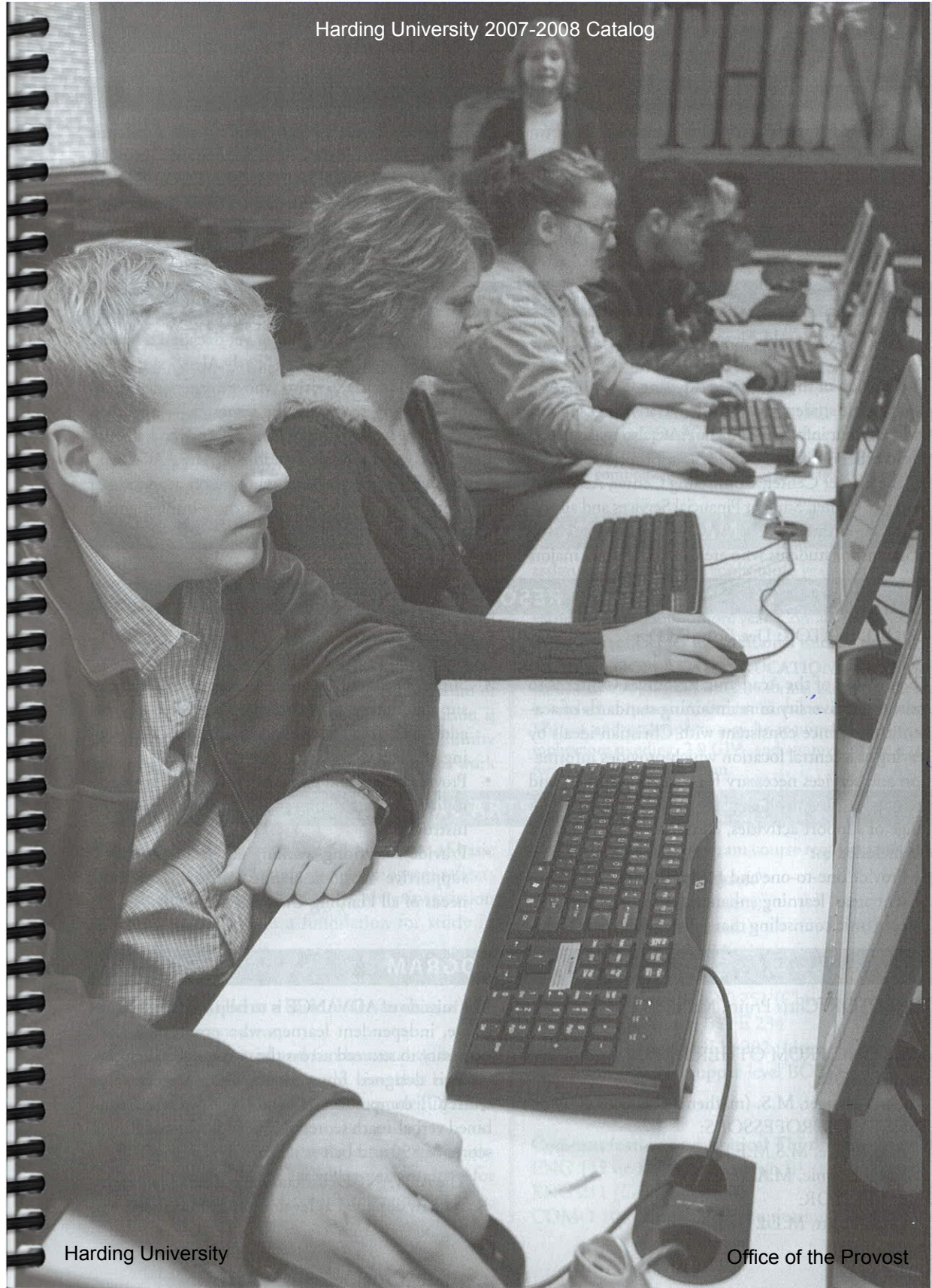
Veterans must be certified for eligibility by their local VA offices and must contact the appropriate representative in the Office of Student Financial Services. Veterans of the post-Vietnam period must have made contributions into the educational program (Montgomery and New GI Bill) in order to receive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

Disabled veterans entering under Public Law 16 should apply to 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 a student receives VA assistance, is placed on academic probation, and does not remove this probation within one semester, he or she will be suspended from receiving VA education benefits for the following semester.

VOCATIONAL REHABILITATION

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



Interdepartmental Programs

Interdepartmental programs transcend departmental boundaries. These 11 programs — the Academic Advising Center, the Academic Resources Center, ADVANCE, Cooperative Education, the Liberal Arts Program, the General Studies major, the Honors College, the Humanities major, International Programs, the McNair Scholars Program, and Student Support Services — vary greatly in size and scope. One — the Liberal Arts Program — is required of all students. The others are more specific in nature. All play an important role in supporting traditional academic programs.

ACADEMIC ADVISING CENTER

DIRECTOR: Harold Alexander, M.S.E.

The mission of the Academic Advising Center (AAC) is to provide students with academic advising, support and pertinent information. The AAC also makes referrals to other offices on campus as appropriate, including the Career Center, Counseling Center, Academic Resource Center, Student Financial Services and all academic departments. The AAC coordinates advising programs for students who are General Studies majors

and for students who have not yet declared a major.

The AAC coordinates an "Early Alert!" system — designed to identify students who are experiencing academic challenges early in the semester — and then offers the necessary support and referrals to help students get back on track. In addition, the AAC works closely with some students who are on academic or financial aid probation, in most cases implementing an action plan aimed at helping students regain acceptable academic standing.

ACADEMIC RESOURCES CENTER

COORDINATOR: Dee Bost, Ed.D.

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

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

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

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

ADVANCE PROGRAM

DIRECTOR: Chris Pruitt, M.Ed.

ASSISTING FROM OTHER DEPARTMENTS:
PROFESSOR:

Gene Dugger, M.S. (mathematics)

ASSISTANT PROFESSORS:

Klay Bartee, M.S.M.E.T.

Kayla Haynie, M.A. (English)

INSTRUCTOR:

Chris Pruitt, M.Ed. (reading)

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

The ADVANCE curriculum consists of five courses and labs designed as leveling work for Liberal Arts

courses. ADVANCE courses carry college credit and count toward degree requirements only when they can be used as free electives. A grade of "C" is required to pass each course. Deficiencies in all areas must be satisfied within three semesters in order to complete the program and remain enrolled at Harding. Required tutoring policy: Students must maintain a "C" average in ADVANCE courses in order to receive credit. Tutoring will be required for all students whose grades fall below "C" average in any course in which they are enrolled while participating in the program, including ADVANCE courses. Tutoring will be scheduled by individual appointment in the Academic Resources Center on a regular basis (three hours weekly for three-hour courses; two hours weekly for two-hour courses) until the grade average improves to "C" or better. Students not complying with this policy will be dropped from the course(s) for which tutoring was

required and will repeat the course(s) the following semester.

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

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

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

RDNG 100/102(LAB). ACADEMIC READING I. (2) Fall, Spring. Mastering basic skills in reading, including reading efficiency and flexibility, reading selectively, increasing comprehension, developing vocabulary, interpreting and evaluating reading material.

RDNG 101/103(LAB). ACADEMIC READING II. (2) Fall, Spring. Designed for students reading at near college level. Advanced practice and instruction in reading rate, vocabulary, comprehension, critical analysis and study reading.

COOPERATIVE EDUCATION PROGRAM

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

assignments during the sophomore year. A maximum of 6 hours is accepted in transfer if at least 2 hours were earned after the sophomore year. Contact Deb Bashaw in the Career Center for additional information.

367/567. COOPERATIVE EDUCATION. (1-6) Offered on demand. A program whereby formal classroom theory is applied to practical, career-related work experience. Written and oral reports may be required. Prerequisite: sophomore standing, 2.0 GPA, and approval of the director of cooperative education.

LIBERAL ARTS PROGRAM

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

The mission of the Liberal Arts Program is to:

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

The Liberal Arts Program course requirements are:

Spiritual and Moral Values: 8

BNEW 112 (New Testament); 2

BOLD 101 (Old Testament) 2

Two courses from BNEW 211

(Life of Christ); BNEW 213

(Acts of Apostles); BDOC 251 (Christian

Ethics and Doctrine); BYFE 234

(Christian Home); BOLD 202 (Ideas

of Ancient Israel); or upper-level BOLD

or BNEW courses. 4

Communication and Critical Thinking: 9

ENG 111 or 113 (Composition I)¹ 3

ENG 211 (Composition II) 3

COMO 101 (Speech Communication) 3

The Individual and the Social Environment: 9

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

The Natural World: 9

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

The Creative Spirit: 7

ART 101 (Art Appreciation) 2
 MUS 101 (Music Appreciation) 2
 ENG 201 or 202 (Literature of the
 Western World) 3

The Historical Perspective: 6

HIST 101 or 102 (American History)⁹ 3
 HIST 110 or 111 (Western Civilization) 3

Global Literacy: 6

Select from any modern foreign language
 courses;¹⁰ ANTH 250; BIOL 250; BMIS
 280, 386, 387, 388;¹¹ GEOG 302 or 303; HNRS
 204 and 205; HUM 201 (International Programs
 only; 1-3 hours); IB 325, 345; INST 310; NURS
 344 and 413; POLS 202; SOCS 301.

0 A student entering Harding as a first-time-in-col-
 lege (FTIC) student is required to enroll in BNEW
 112 (fall) and BOLD 101 (spring). Students who
 transfer with more than 27 hours are required 8
 hours of textual study, which must include at least
 2 hours of both Old Testament and New Testament
 study.

- 1** Entering freshmen with ACT English subscores of
 18 and below (SAT verbal of 440 and below) must
 pass ENG 100 as leveling work before enrolling in
 ENG 111 or 113.
- 2** Students seeking teacher licensure must take EDFD
 203 in place of PSY 201.
- 3** International students must take POLS 205.
- 4** Students seeking teacher licensure at the second-
 ary level must take POLS 205, and it is highly rec-
 ommended that they take GEOG 302 or 303.
 Early childhood and middle childhood majors
 must take GEOG 302 or 303.
- 5** Students who transfer to Harding with fewer than
 3 hours of kinesiology activity must take KINS 101.
- 6** Kinesiology majors must take BIOL 113. Students
 seeking teacher licensure must take BIOL 111 or
 113.
- 7** Students seeking teacher licensure must take
 MATH 151 or its equivalent. (MATH 200 is not
 an equivalent.) The Liberal Arts requirement in
 math may be met by achieving an ACT math score
 of 27 (SAT of 590).
- 8** The physical science requirement may be satisfied
 by CHEM 114 or 121 or PHYS 201 or 211.
- 9** International students must take HIST 101 or
 102.
- 10** The global literacy requirement is waived for inter-
 national students for whom English is a second lan-
 guage. Other students who wish to apply for a
 waiver on the basis of extended residence abroad
 may have their case considered by a review board.
 Appeals for waiver should be addressed to the Glo-
 bal Literacy Committee via the Office of the Vice
 President for Academic Affairs. Appeals should be
 presented with documentation (for example, report
 cards, yearbooks and visas) for the years abroad.
- 11** Only one of ANTH 250 and BMIS 386 may
 count for global literacy. Only one BMIS course
 may count for global literacy. Only one course
 may count for both Bible and global literacy. Any
 biblical Greek class taken at HUG will count
 toward the global literacy requirement.

A.A. or A.S. degree graduates of junior and com-
 munity colleges may satisfy Harding's Liberal Arts
 requirements by completing the following broad-area
 curriculum: Bible (textual) — 8 hours; speech — 3
 hours; art or music appreciation — 2 hours; natural
 science — 6 hours; mathematics — 3 hours; social sci-

ence (must include 6 hours of American and/or world history) — 12 hours; kinesiology activity — 3 hours; English composition and literature — 9 hours. Remedial courses do not count.

Again, this plan applies only to graduates of junior and community colleges. Further, students who

qualify for this plan and who are certifying to teach must still meet all Arkansas certification requirements.

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

GENERAL STUDIES MAJOR

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

Adviser: Harold Alexander, M.S.E.

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

Graduation requirements include 128 hours with an overall GPA of 2.0, a 2.0 in the primary thematic concentration area (minimum 30 hours), and a 2.0 in the secondary thematic concentration area (minimum 12 hours). In addition, all University graduation requirements apply, including completing and passing 45 hours of upper-level coursework (courses numbered 250 and higher at Harding).

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

Courses from the Liberal Arts Program may not be

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

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

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

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

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

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

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

HONORS COLLEGE

DEAN: Jeffrey T. Hopper, Ph.D.

Debbie Baird, B.A., Honors College
Administrator

Donna Jo Roberson, B.S., Secretary

Heather Booker, B.A., Office Assistant

Harding offers two ways for qualified students to earn honors credits through its Honors College. The Honors Scholars curriculum and the Honors Students curriculum offer honors classes which will substitute for liberal arts courses and some discipline-specific hon-

ors courses. Qualified students can earn honors credits through contracts in upper-level courses. Honors courses challenge and stimulate outstanding students to develop their intellectual and leadership abilities to the fullest.

The Honors Students curriculum is open to all incoming freshmen who score 27 or higher on the ACT (sum score of 1200 or higher on the SAT verbal and math sections) and who complete an application to the College. These students will be notified of their eligibility by the Honors College, and may choose from

among a variety of honors sections of liberal arts courses and from the discipline-specific honors sections listed in the class schedule each semester. Transfer students and other current students may also qualify for this tier of honors work by maintaining a 3.25 cumulative grade point average.

The Honors Scholars curriculum is open to incoming freshmen by invitation only. Students qualify by being named National Merit Finalists or Trustee Scholarship recipients or by being selected from the pool of applicants scoring 31 or higher on the ACT (sum score of 1330 or higher on the SAT verbal and math portions). All Honors Scholars are required to take HNRS 201 and HNRS 202, and strongly recommended to enroll in at least 2 courses from 100, 203, 204 and 205. Credits earned in these courses apply to the liberal arts requirements as listed. Note: Some departments count these courses toward the liberal arts requirements but do not allow them to meet prerequisites in their majors. Students should consult their academic advisers. HNRS 203, 204 and 205 are open to honors students on a space available basis.

Students who complete a minimum of four classes in either of these tiers qualify to earn honors credits in regular upper-level courses by negotiating new requirements that conform to Honors College guidelines.

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

A student who earns 10 or more hours of honors credit will be recognized upon graduation as an Honors College Participant. To graduate from the Honors College, students must earn a minimum of 20 hours of honors credits, including at least four (H) sections

or four HNRS courses and four honors contracts with a minimum overall GPA of 3.25. Students who earn a minimum of 26 honors credits, complete a minimum of four (HNRS) courses or four honors (H) sections and a minimum of four honors contracts, successfully present an Honors Senior Capstone Project, and maintain an overall GPA of 3.50 will graduate from the Honors College with Distinction.

The Honors College is a co-enrollment program, allowing students from the other colleges of the University to participate.

For more information contact Jeffrey T. Hopper, dean of the Honors College, Box 10838, Harding University, Searcy, AR 72149, call (501) 279-4056, or e-mail honors@harding.edu.

MINOR IN LEADERSHIP STUDIES

The minor in leadership studies is an interdisciplinary curriculum offered through the Honors College, in cooperation with the Colleges of Arts and Humanities, Bible and Religion, Business Administration, Nursing, and Sciences.

This minor is designed for students who desire to further develop their leadership strengths and abilities. The minor will complement any academic major.

The purpose of the leadership studies minor is to bring focus to the divergent approaches in the study of leadership embodied within the curricula of the various colleges of the University. The leadership studies minor is therefore intended to provide a strong, broad foundation for the development of a servant leadership life style.

Completing the leadership studies minor should provide the following outcomes:

1. Knowledge of various leadership strategies
2. Improved skills in communicating effectively as a leader
3. Improved skills in interacting effectively with individuals and groups
4. Improved management skills
5. Confidence in integrating leadership skills within the specialized discipline of the student's academic major

Students pursuing the minor must be a member of the Honors College in good standing (3.25 GPA).



Contact Jeffrey T. Hopper, dean of the Honors College, for more information.

Minor: 18 hours, including HNRS 204, HNRS 410, and at least one course from the Communication cluster. A minimum of four clusters must be represented. HNRS 204 is designed to be the fundamental leadership course and is a prerequisite or corequisite for the cluster courses.

Course Clusters within Leadership Minor Curriculum

1. Communication: Oral and Written
2. Interpersonal Relations
3. Management: Conflict Management and Organizational Management
4. Foundations and Strategies of Leadership
5. Applied Development of Leadership Skills

Cluster 1 - Communication: Oral and Written

COMO 210, BMIN 329, BMIN 325,
ENG 291, ENG 281, BUS 350

Cluster 2 - Interpersonal Relations

COMO 260, BMIN 421, SWK 402,
SOC 410, FCS 251, BMIN 321, PSY
380

Cluster 3 - Management: Conflict Management and Organizational Management

COMO 262, POLS 304, BMIN 424,
MGT 310, MGT 368, SOC 350, BUS
420, RECR 320, KINS 405, KINS
408, BYFE 433

Cluster 4 - Foundations and Strategies in Leadership

BUS 435, PHIL 253, BMIN 322,
MGT 440, BMIS 384, KINS 261

Cluster 5 - Applied Development of Leadership Skills

COMT 313, INST 310, LS 451,
SOCS 350, BMIS 388, NURS 413,
BDOC 354

HONORS (HNRS)

100. HONORS SYMPOSIUM. (3) Summer. For students who have completed their junior year in high school. Designed to introduce prospective students to the academic programs at Harding. Content varies but generally centers on a specific topic or historical period and explores the subject from diverse viewpoints. A research project is required. Hours may be applied to the Creative Spirit (ART 101, MUS

101, or ENG 201 or 202) or the Historical Perspective (HIST 101 or 102, or HIST 110 or 111) requirements in the liberal arts curriculum. Enrollment in this course does not require admission into the Honors College, nor does successful completion assure an invitation to the program.

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

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

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

204. THE HUMAN SITUATION II: SOCIAL SYSTEMS. (3) Fall, Spring (upon sufficient demand). An analysis of Western world view with an emphasis on theories of leadership and human interaction, including the interpersonal, small group, intercultural, organizational and public sphere in the postmodern world. Required for the leadership studies minor. May be applied to the liberal arts requirements in the area of the Individual and Social Environment (PSY 201, ECON 201, POLS 205 or SOC 203 but not KINS 101) or Global Literacy.

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

410. DIRECTED SENIOR PROJECT IN LEADERSHIP. (1-2) On demand. This capstone project is required for the student who is completing a minor in leadership studies. The student will be actively involved in an approved leadership practicum. A portfolio will document the student's progress and achievement in leadership development, including planning and implementation of the leadership role, self-evaluation reports of the leadership project, a critiqued videotape of an oral presentation, and meetings with a mentor. Prerequisite: senior standing, member of the Honors College in good standing (3.25 GPA), approval of the dean of the Honors College.

For more information contact Jeffrey T. Hopper, dean of the Honors College, Box 10838, Harding University, Searcy, AR 72149, call (501) 279-4056, or e-mail honors@harding.edu.

HUMANITIES MAJOR

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

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

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

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

BACHELOR OF ARTS DEGREE HUMANITIES MAJOR (HUM)

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

(1), 201, 410; COMO 151 (1), 210 (2), 260, 261; COMT 131 (1), 204, 308, 450 (1-3).

ENGLISH: ENG 202 (required), 251, 252, 271, 272, 360, 370, 371, 380, 390, 400, 402, 404, 408, 409, 411, 415, 418, 422, 425, 450 (1-3).

FOREIGN LANGUAGES: Any modern foreign language 101 or higher not used for global literacy in Liberal Arts requirements.

HISTORY: HIST 375, 377, 385, 395, 405, 415, 425; POLS 450 (1-3).

MUSIC: MUS 311, 312, 313, 314, 450 (1-3).

9 upper-level hours in one of the six departments above, plus HUM 460 and PHIL 251.

Electives: 17

11 hours from the College of Arts and Humanities or the College of Sciences, and 6 hours from any discipline.

Remaining Bible: 6

PHIL 251 is counted above in the hours required for the major.

TOTAL HOURS 128

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

INTERNATIONAL PROGRAMS

DEAN: Jeffrey T. Hopper, Ph.D.
 Mary Lou Daughety, M.A., Administrative Assistant
 Debbie Baird, B.A., International Programs Administrator
 Heather Booker, B.A., Office Assistant
 Jacqueline Dillion, B.A., Instructor
 Jerry Myhan, M.S.N., A.P.N., C.S., Director of HUG
 Dianne Myhan, B.A., Associate Director of HUG

Vicky Tsakou, B.A., Assistant to the Director of HUG
 Robbie Shackelford, M.Ed., Director of HUF
 Ramona Shackelford, Associate Director of HUF
 Silvia Barbieri, HUF Office Manager

The International Programs have been specially designed to further enhance the stated mission of the university to help students develop a Christian understanding of and respect for other cultures. As an extension



sion of the Searcy campus, these international experiences provide unique opportunities for study and travel overseas for both students and university faculty. The international living experience realized by the quantity and quality of time immersed in another culture yields insights and perspectives that can be gained in no other way. As with our university course offerings on the Searcy campus, the international programs of study provide rigorous, yet flexible courses of study by drawing from each unique international locale the best opportunities for expanded study and growth. Because of these unique experiences, students and university faculty develop lifelong relationships.

The Harding University International Programs — academic programs based in Florence, Italy (HUF); London, England (HUE); Brisbane, Australia (HUA); Athens, Greece (HUG); Viña del Mar, Chile (HULA); France/Switzerland (HUFS); and Namwianga, Zambia (HIZ) — provide unique opportunities for study and travel overseas. No attempt is made to provide a broad general curriculum but rather to offer courses that may be studied with profit in a particular locale.

Applications are accepted from students of Harding University and other institutions. To participate in HUF, HUE, HUA, HUG, HUFS or HULA, students must have a 2.0 GPA on 27 semester hours. HIZ students must have a 2.5 GPA with 27 semester hours completed and will be selected from the pool of applicants. Prerequisites are required of HIZ participants. Formal acceptance occurs the last full semester prior

to the semester chosen for attendance.

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

HUM 270, 275 or 280 is required for credit or audit by all participants. All participants must remain enrolled in a Bible class and all participants must remain enrolled for 12 credit hours. Students who attend HIZ, HUF, HUFS, HUG and HULA must enroll in one of the offered foreign language courses. Any variance to this policy must be authorized by the dean of International Programs. Students who complete two Bible courses at HUG or HIZ are exempt from one semester of Bible.

Students interested should contact Jeffrey T. Hopper, Dean of International Programs, Harding University, Box 10838, Searcy, AR 72149-0838; call (501) 279-4529; or e-mail intlprograms@harding.edu.

The following courses are offered only on the overseas campuses and are supplemented by other courses.

BHIS 140. MEDITERRANEAN WORLD. (3) Summer only. Offered in the Harding University International Program curriculum. A survey of Pauline backgrounds including the cultural, linguistic and historical influences on early

Christianity in the Mediterranean world of the first century.

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

BNEW 313/513. PAUL. (2 or 3) Offered only in the Harding University International Programs curriculum. The figure of Paul in the New Testament — as apostle, Roman citizen, missionary. Selected passages from Acts of the Apostles and Paul's letters are examined. Background material relating to his apostleship to the Gentiles is examined in Europe and the Middle East. This or another course in Bible is required as part of International Programs.

HUM 201. INTERNATIONAL STUDIES. (1-3) Offered only in the Harding University International Programs curriculum. Preparation for international experience in living and studying abroad. Enhancement in cultural sensitivity and practical matters of survival in a different cultural setting. Approximately 30 hours of classroom instruction. Research on the host country.

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

251, and one course from MUS 311, 312, 313 or 314. This course may not be used to raise a grade in any course previously taken.

HUM 275. LATIN AMERICAN CIVILIZATION AND HUMANITIES. (2-6) Offered only at HULA. A cultural survey of Latin American art, drama, history, literature, music, philosophy, religion and science, and their influences in shaping ideas and values in this area of the world. Required of all students participating in the HULA program. May substitute for 2-6 hours selected from the following: ART 101, BIOL 250, ENG 201 or 202, HIST 111, MUS 101 and PHIL 251. This course may not be used to raise a grade in any course previously taken.

HUM 280. AUSTRALASIAN CIVILIZATION AND HUMANITIES. (2-6) Offered only at HUA. An integration of the disciplines of art, drama, history, literature, music, philosophy, religion and science as they relate to the Pacific Rim; the integration of cultures, especially in Australia. Required of all students participating in the Australian program. May substitute for 2-6 hours selected from the following: ART 101, BIOL 250, ENG 201 or 202, HIST 111, MUS 101 and PHIL 251. This course may not be used to raise a grade in any course previously taken.

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

253. SPANISH CONVERSATION- INTERNATIONAL EXPERIENCE. (1-2) Offered on sufficient demand. Practical situations for communication accompanied by daily interaction with native speakers. Offered only in a Spanish-speaking country.

McNAIR SCHOLARS PROGRAM

DIRECTOR: Linda Thompson, Ed.D.

Barbara Cole, Ed.D., Assistant Director

Named for Ronald McNair, the astronaut killed in the Challenger explosion, the Ronald E. McNair Postbaccalaureate Achievement Program, or McNair Scholars Program, is a federally funded TRIO project that aims to prepare first-generation/low-income students and students who are traditionally under-represented in graduate studies for graduate school. Harding's program, funded by the Department of Education, serves 26 students per year.

Undergraduate students who are U.S. citizens, who have completed at least one year of college with a 2.75 GPA or higher, and who are either low-income and first-generation college students or are from minority groups that are under-represented in graduate education are eligible for Harding's McNair Scholars Program. The

objective of the program is to provide enriching experiences that will enhance the students' academic abilities and prepare them for eventual doctoral study. Students who are selected for the program receive stipends to conduct research under the guidance of faculty mentors who represent the disciplines in which the students hope to pursue doctoral study. Students also receive extensive preparation for the Graduate Record Examination and for the graduate school application process. In addition, they attend and present at research conferences and travel to research institutions to meet with professors. The program also provides various workshops and activities designed to develop communication and personal skills.

For more information about the McNair Scholars Program, students may call (501) 279-5269, or visit the McNair administrative office in room 105 of Lee Academic Center.

TRIO STUDENT SUPPORT SERVICES

DIRECTOR: James D. Johnston, Ed.D.

STAFF:

Anissa Harris, Ed.D., Instructional/Academic Coordinator

Debbie Kemper, M.S.E., Counselor/Events Coordinator

Teresa McLeod, M.Ed., Disabilities Specialist

J. David White, M.S.M.F.T., L.A.C. C.P.A.C., Counselor

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

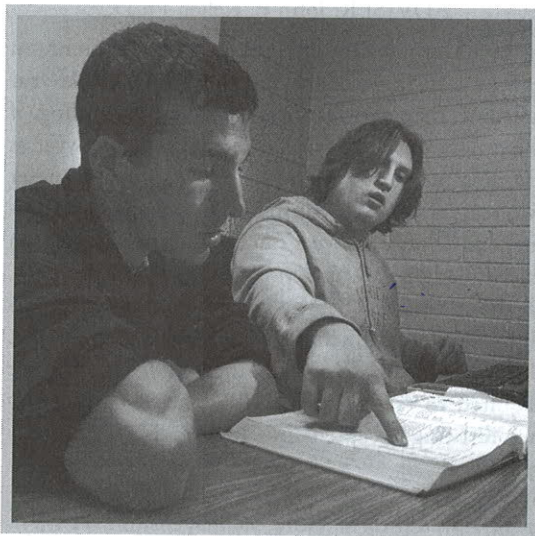
1. First-generation college student. Neither parent has obtained a baccalaureate degree.
2. Financially qualified student. Eligibility is based on the family's taxable income.
3. Student with a professionally documented disability. Upon documentation of the disability, the program provides or recommends provision of academic accommodations.

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

All services are provided free of charge. These include one-on-one peer tutoring/study skills sessions and small

group supplemental instruction staffed by certified student personnel who provide tutoring in individual subject areas; counseling provided by qualified professional counselors in the areas of career guidance, personal counseling, financial aid counseling, academic counseling, and learning styles diagnosis; test accommodations for qualified students, including oral testing, extended-time testing, and private testing in a non-distracting environment; and academic advising.

TRIO SSS Students are also offered free attendance at cultural events such as opera performances in Memphis and the dinner theater in Little Rock. Additional activities may include a short ropes course and problem-solving challenges leading to academic success.



Preprofessional Programs

Harding offers preprofessional curricula in 13 academic areas, largely through the College of Arts and Humanities and the College of Sciences. While a baccalaureate degree is offered specifically in only one of these areas (medical technology), students are encouraged to earn a degree in the area of their interest whenever possible. Having a degree enhances their chances of being admitted to a professional school.

Advising and preprofessional courses are available

for students preparing for careers as other professionals such as chiropractors, dental hygienists and occupational therapists.

Students should obtain a current catalog of the professional school they plan to attend and, together with their advisers, devise a program of study that will maximize their experience at Harding and prepare them for admission to their chosen professional school.

PREAGRICULTURE

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

Students planning agriculture as a profession may take one year of preagriculture training at Harding. The following is a suggested program of study.

First Year	Semester Hours
BIOL 121, 122	8
CHEM 121, 122	8
ENG 111; 201 or 202	6
HIST 101 or 102	3
KINS 101	2
BNEW 112, BOLD 101	4
Total	31

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

PREARCHITECTURE

ADVISER: John E. Keller, Ph.D.

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

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

First Year	Semester Hours
ART 102 or 103, 104 or 106	6
ART 221	3
ENG 111; 201 or 202	6
MATH 171, 201	10
KINS 101	2
BNEW 112, BOLD 101	4
ART 101	2
Total	33

Second Year**Semester Hours**

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

PREDENTISTRY

ADVISER: Dennis Province, Ph.D.

Admission to dental schools requires a minimum of three years of college and satisfactory GPA and Dental Admissions Test (DAT) scores. However, preference is given to those with a bachelor's degree. The student may elect any major, but the program of study should include the following: nine hours of English, eight hours of inorganic chemistry, eight hours of physics, and eight-16 hours of biology. It is advisable to complete the listed courses before taking the DAT. Course requirements beyond those listed vary from school to school, so it is advisable to check with the dental schools where the student might apply. Other courses that are highly recommended include psychology, sociology, business management, foreign language, and any course that improves manual dexterity and eye/hand coordination (such as drawing, sculpture, ceramics or jewelry making).

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

First Year	Sem. Hrs. (Fall, Spring)
CHEM 121, 122	4, 4
MATH 171*; BIOL 121	5, 4
ENG 111; 201 or 202	3, 3
HIST 101 or 102	0, 3
BNEW 112, BOLD 101	2, 2
ART or MUS 101	2, 0
BIOL 140	0, 0
Total	16, 16

Second Year	Sem. Hrs. (Fall, Spring)
CHEM 249, 250	4, 4
BIOL 122, 259	4, 4
PSY 201; ART 101 or MUS 101	3, 2
ENG 211; COMO 101	3, 3

BNEW 211, 213, BDOC 251, BOLD 202, BYFE 234 (any 2)	2, 2
KINS 101	0, 2
Total	16, 17

Third Year	Sem. Hrs. (Fall, Spring)
Upper level biology elective	4, 0
PHYS 201, 202	4, 4
Bible	2, 2
BIOL 440 or CHEM 440	0, 0
KINS activity	1, 0
ECON 201, SOC 203**, or POLS 205	0, 3
ART 101 or MUS 101	2, 0
HIST 110 or 111	0, 3
Global Literacy	3, 3
Total	16, 15

* MATH 201 for those with a strong math background.

** Strongly recommended by several dental schools.

PRELAW

ADVISER: Kevin Klein, Ph.D.

A strong liberal arts education, which is considered by law schools to be the best prelegal preparation, provides a stable foundation for future law school success. Harding University offers such preparation through its preprofessional program in law. Because law schools generally do not require specific undergraduate majors, one can major in any undergraduate field. However, future benefits can be gained by concentrating studies in such areas as business, communication, English, history, political science, public administration and social science. Courses for majors in these departments require a higher degree of written work and group discussion, thus preparing students for the nature of law school courses. Students, upon entry into a law school, must have mastered expression and comprehension 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 critical thinking and writing ability.

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

PRELIBRARY SCIENCE

ADVISER: Ann Dixon, M.L.S.

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

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

PREMEDICAL TECHNOLOGY

ADVISER: Dennis Province, Ph.D.

The departments of biology, mathematics and chemistry cooperate to offer the basic science requirements to qualify students for an affiliated and approved hospital school of medical technology for one year of clinical training. Students who complete the three-year program outlined below, subsequently complete the clinical program of work in an approved hospital school of medical technology, have a transcript of the completed clinical program sent to the registrar, and complete the other cataloged requirements for graduation become candidates for the bachelor of science in medical technology (B.S.M.T.) degree. The equivalent of 36 semester hours of upper-level credit is granted for the successfully completed clinical program.

Students have the responsibility of making application and gaining admission to an approved clinical program, although Harding will provide counsel and assistance. Currently, Harding has affiliation with: Arkansas Baptist Medical Center, Little Rock, AR 72205 — Program Director: Sandy Ackerman, M.Ed., MT (ASCP) SH.

Students interested in pursuing the clinical year in a hospital other than Arkansas Baptist should consider pursuing a biology degree while fulfilling the prerequisites for that program and applying after receiving a bachelor's degree.

Because admission to the clinical year is highly competitive, it is recommended that students achieve above a 3.0 GPA on the 92 hours of preclinical courses outlined below. At least 32 of the last 40 semester hours immediately preceding entry into the clinical year, including at least 12 upper-level hours in the sciences, must be completed at Harding with a minimum 2.0 GPA. Students planning to pursue the B.S.M.T. degree should obtain a written statement of approval from Harding's vice president for academic affairs before beginning the professional program in an affiliated hospital. If the cooperating institution confers the baccalaureate, Harding will not confer a second one.

First Year	Sem. Hrs. (Fall, Spring)
CHEM 121, 122	4, 4
ENG 111; 201 or 202	3, 3
HIST 101 or 102; 110 or 111	3, 3
MATH 151, COMO 101	3, 3
KINS 101	0, 2
BNEW 112, BOLD 101	2, 2
Total	15, 17

Second Year	Sem. Hrs. (Fall, Spring)
CHEM 249	4, 0
PSY 201	3, 0
BIOL 259	0, 4
BIOL 271	0, 4
Global Literacy**, ENG 211	3, 3
ART 101, MUS 101	2, 2
KINS activity	1, 0
BNEW 211, 213, BDOC 251, BYFE 234 (any 2)	2, 2
Total	15, 15

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

* 6 hours of Global Literacy as specified in the liberal arts requirements.

** CHEM 250 is recommended and is required by some

medical technology schools. Courses strongly recommended: BIOL 249, BIOL 253 or 315, CHEM 325 if CHEM 324 is taken, IT 101, MATH 200, PHYS 201, PHYS 202.

PREMEDICINE

ADVISER: Deborah G. Duke, Ed.D.

Most schools of medicine require for admission a minimum of three years of college work with a strong GPA and relatively high scores on the Medical College Admissions Test (MCAT); however, preference is given to those who have a bachelor's degree. Students who wish to complete a baccalaureate degree before transferring to medical school may elect any major. It should be remembered that the Medical College Admissions Test is based on a science and verbal emphasis, and the program of study should be planned accordingly. Upon request, Harding will confer the bachelor of science degree with a major in general science on students who complete two years in an approved school of medicine and who meet Harding's Liberal Arts and premedical requirements.

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

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

Second Year	Sem. Hrs. (Fall, Spring)
CHEM 249, 250	4, 4
BIOL 259	0, 4

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

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

** Or PHYS 211-212.

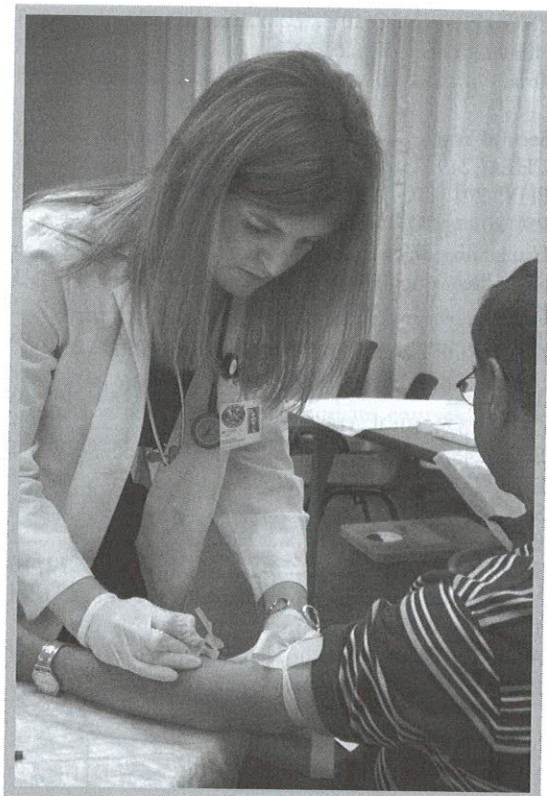
*** BIOL electives may be selected from BIOL 121, 249, 253, 261, 271, 280, 315, 425 and 471.

PRENURSING

ADVISER: Jeanne Castleberry, M.B.A.

The prenursing curriculum prepares the student for admission to Harding's College of Nursing. Students may complete their preparation in two years. Application to the College of Nursing must be made the semester prior to desired admission. Students must follow the science course sequence carefully to ensure all prerequisites are met. For further information, refer to the College of Nursing section in this catalog or contact the assistant to the dean at nursing@harding.edu.

First Year	Sem. Hrs. (Fall, Spring)
*CHEM 215, 216#	4, 0
*BIOL 249	0, 4
*ENG 111##,*PSY 201	3, 3
*NURS 100	1, 0
ENG 201, 202	0, 3
COMO 101, **HIST 101/102	3, 3
KINS 101, elective	2, 1
ART 101 and MUS 101	2, 2
BNEW 112, BOLD 101	2, 2
Total	17, 18



Second Year	Sem. Hrs. (Fall, Spring)
*BIOL 253, *271	4, 4
*FCS 323	3, 0
*FCS 331	0, 3
ENG 211	3, 0
*NURS 203	3, 0
*#NURS 300	0, 5
*NURS 363	0, 2
BNEW 211, 213, BDOC 251, BYFE 234	2, 2
*SOCS 203	3, 0
Total	18, 16

This schedule is a suggestion only. Students adhering to this schedule will need to complete 6 hours of global literacy courses after admission to the College of Nursing Level I and/or Level II study, and 3 hours of liberal arts requisites such as HIST 110 or 111 during Level II study.

* These **prerequisite courses must be completed** with a minimum grade of "C" or higher **prior to admission to the College of Nursing**. Completion of BIOL 249 is strongly recommended prior to taking NURS 203. BIOL 249 and 253 and CHEM 215/216 must be completed prior to taking NURS 363. Students are strongly encouraged not to enroll in more than two courses with laboratory requirements during a single semester.

If a student has taken less than two years of high school algebra the student is strongly encouraged to take MATH 105 prior to enrolling in CHEM 215 (or during the summer session preceding the fall semester of the first year). A pre-test will be given to determine knowledge of chemistry. CHEM 114 may be required prior to CHEM 215.

If a student achieved 18 or lower on the ACT English subscore, ENG 100 must be taken prior to taking ENG 111.

NOTE: NURS 100, 203, 300 and 363 are offered during the summer session. Summer course offerings are dependent on sufficient enrollment. Students are strongly encouraged to complete NURS 300 and 363 the semester prior to entering the College of Nursing. Academic credit for NURS 300 or 363 will not be counted toward the nursing degree until the student is admitted into the College of Nursing. Students who enroll in any nursing course consent to participate in the learning activities required in that course in order to progress in the nursing curriculum.

Students may be asked to submit to random screening for drug use according to clinical agency and/or university policy. Most employers of registered nurses require drug screening measures to protect the public. Students are expected to self-report a history of drug abuse to the board of nursing.

PREOPTOMETRY

ADVISER: Dennis Province, Ph.D.

A Doctors of Optometry (O.D.) degree is required to work as an optometrist. Most schools of optometry require three years (90 credits) of undergraduate work for admission. Some schools of optometry now require a bachelor degree prior to admittance. The Optometry Admissions Test (OAT) is also required for optometry school and needs to be taken at least a year in advance of applying. Each of the 17 optometry schools in the United States and Puerto Rico has slightly different requirements. The basic requirements for most schools are contained below in the suggested schedule. It is essential that the applicant obtain a catalog from the specific school or college of optometry where he or she plans to apply to see what changes are needed. The Association of Schools and Colleges of Optometry has a Web site of information on all of the schools of optometry at www.opted.org.

First Year	Sem. Hrs. (Fall, Spring)
CHEM 121, 122	4, 4
ENG 111	0, 3
BIOL 121	4, 0
MATH 171, 201	5, 5
KINS 101	0, 2
BNEW 112, BOLD 101	2, 2
Total	15, 16

Second Year	Sem. Hrs. (Fall, Spring)
BIOL 259	0, 4
CHEM 249*	4, 0
PHYS 201, 202	4, 4
MATH 200	3, 0
ENG 211	3, 0
PSY 201**	0, 3
Bible	2, 2
Total	16, 13

Third Year	Sem. Hrs. (Fall, Spring)
BIOL 271, Biology or Chemistry Electives***	4, 4
Biology or Chemistry Electives***	4, 4
COMO 101	3, 0
Kinesiology Activity	1, 0
SOC 203	0, 3
ECON 201	0, 3
Bible	2, 2
Total	14, 16

*Some schools require two semesters of organic chemistry.

**Many schools require two semesters of psychology.

***BIOL 249, BIOL 253 or CHEM 324 are required by some schools.

PREPHARMACY

ADVISER: David Cole, Ph.D.

Schools of pharmacy typically require two or three years of preprofessional course work before application to pharmacy school. Most schools of pharmacy require a strong GPA and relatively high scores on the Pharmacy College Admissions Test (PCAT). The PCAT can be taken in January, June and October with the majority of students taking it in October and January during the pharmacy school admission cycle for which they wish to be considered. The following outline meets the entrance requirements of the Harding University College of Pharmacy. The student should obtain the admissions requirements of other schools of pharmacy to which they may wish to apply and plan their curriculum accordingly. Prepharmacy students are encouraged to work closely with the prepharmacy adviser as they plan their coursework.

First Year	Sem. Hrs. (Fall, Spring)
BNEW 112, BOLD 101	2, 2
CHEM 121, 122*	4, 4
MATH 201*, MATH 200 or BIOL 254	5, 3
ENG 111, COMO 101	3, 3
Humanities Elective	0, 3
Total	14, 15

Second Year	Sem. Hrs. (Fall, Spring)
CHEM 249, 250	4, 4
PHYS 201, BIOL 259	4, 4
PSY 201 or SOC 203, ENG 211	3, 3
Humanities Elective	3, 0
Social/Behavioral Elective	0, 3
Bible	2, 2
Total	16, 16

Third Year	Sem. Hrs. (Fall, Spring)
CHEM 324, BIOL 315	3, 4
BIOL 249, 253	4, 4
BIOL 271, ECON 201 or 202	3, 3
Social Behavioral Elective	0, 3
Bible	2, 2
Total	12, 16

* Students inadequately prepared for MATH 201 or CHEM 121 must take leveling courses.

Additional details about the Harding University College of Pharmacy may be found at www.harding.edu/pharmacy.

PREPHYSICAL THERAPY

ADVISER: Bryan Phillips, Ph.D.

Entrance to physical therapy school is very competitive. A bachelor's degree is recommended. Most schools of physical therapy require a bachelor's degree for admittance into their program, as well as specific prerequisite courses. Students should maintain a minimum 3.5 GPA. Many schools require the Graduate Record Exam (GRE). Observing or aiding a licensed physical therapist is also required by most physical therapy schools.

Students should obtain admissions requirements to the school they plan to attend and arrange curriculum accordingly. A booklet listing all of schools of physical therapy in the United States may be obtained by writing the American Physical Therapy Association, 1111 N. Fairfax St., Alexandria, VA 22314. The booklet, *Careers in Physical Therapy*, is updated annually. Information can also be found online at www.apta.org.

Students are encouraged to contact the physical therapy school they wish to attend to determine prerequisite courses. Students are also encouraged to contact the prephysical therapy adviser for guidance in planning coursework.

PREPHYSICIAN ASSISTANT

ADVISER: Deborah G. Duke, Ed.D.

The majority of physician assistant programs grant a master's degree, although there are still certificate and bachelor's degree programs. About three-fourths of all students entering a physician assistant program have already completed a bachelor's degree. No particular major is required, but a strong science background is desirable and certain prerequisite courses must be completed. Although the courses listed below are a

good basis for many physician assistant programs, students should research the schools to which they intend to apply to be sure they complete all requirements. Harding University's Physician Assistant Program is a master's-level program and requires a bachelor's degree for admission. Courses listed below in bold type are prerequisites for Harding's program. Additional information regarding Harding's program can be found at www.harding.edu/paprogram. The Physician Assistant Education Association maintains a Web site at www.apap.org, which includes links to all accredited Physician Assistant programs.

First Year Sem. Hrs. (Fall, Spring)

*CHEM 121, 122 and 215/216	4, 8
*MATH 151, 171 or 201, PSY 201	3-5, 3

Second Year Sem. Hrs. (Fall, Spring)

BIOL 249, 253	4, 4
PSY 240, BIOL 271	3, 3

Third Year Sem. Hrs. (Fall, Spring)

**Further requirements or electives	3-8, 3-8
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* Students inadequately prepared for MATH 151 or CHEM 121 must first take leveling courses.

**Some suggested electives are BIOL 254, 259, 315, 425, 471; CHEM 324; PSY 325, 382; FCS 331, 461; SOC 203, 345.

PREVETERINARY MEDICINE

ADVISER: Mike Plummer, Ph.D.

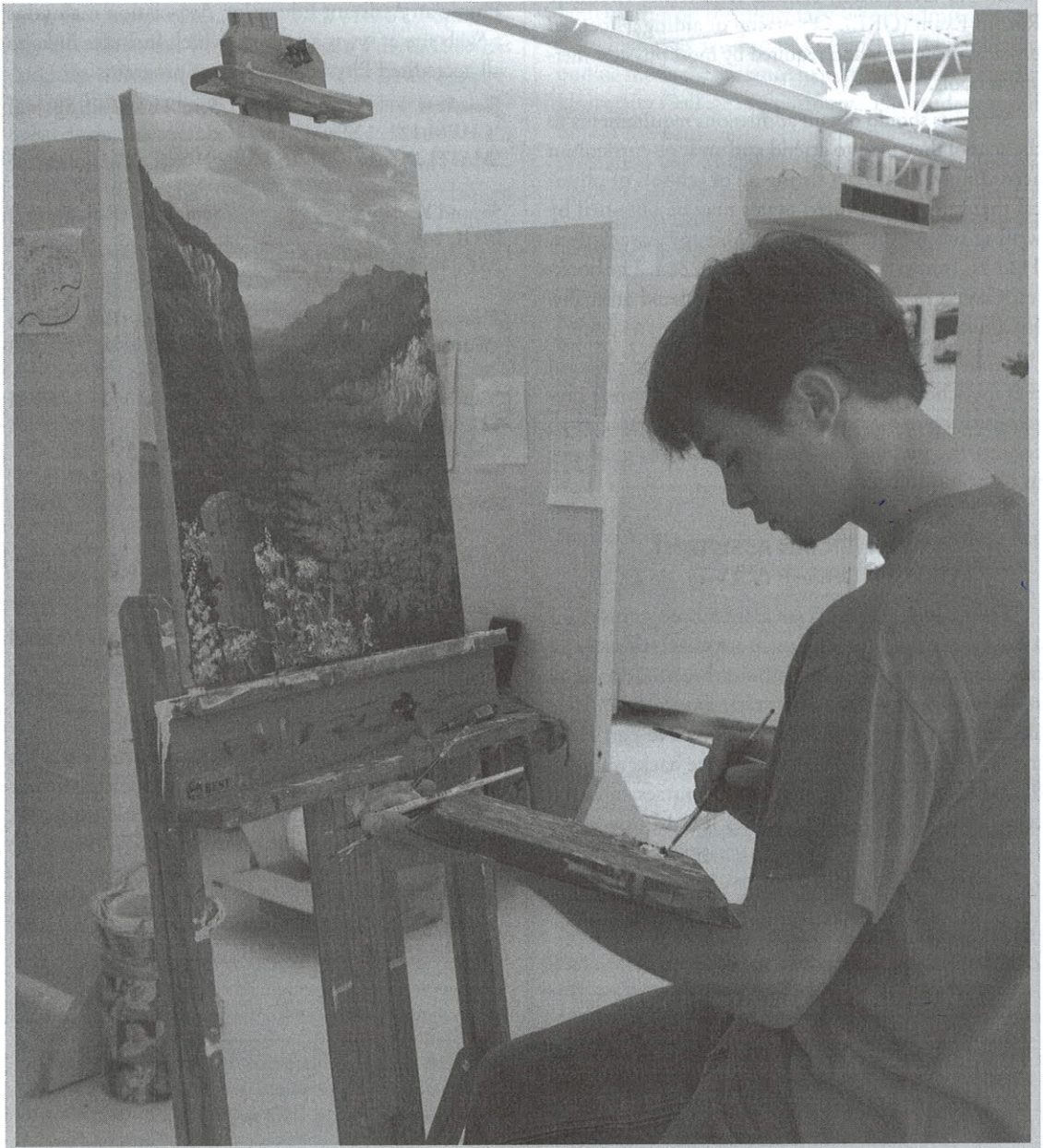
This program is essentially the same as that outlined for medicine. Veterinary schools usually require scores on the Veterinary Aptitude Test (VAT), the Medical College Admissions Test (MCAT), or the Graduate Record Exam (GRE) as part of the application. Residents of Arkansas should register with the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

College of Arts and Humanities

DEAN: Dennis Organ, Ph.D.

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

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



DEPARTMENT OF ART AND DESIGN

CHAIR: John E. Keller, Ph.D.

PROFESSORS:

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

ASSOCIATE PROFESSOR:

Greg Clayton, M.F.A.

ASSISTANT PROFESSORS:

Beverly Austin, M.A.
Steve B. Choate, M.F.A., Ph.D.
Stacy Schoen, M.F.A.

ASSOCIATE INSTRUCTOR:

Amy Cox, B.S.

The mission of the Department of Art is to:

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

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

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

General Requirements: After completing 15 hours of core requirements, all majors must present to the art faculty for review a portfolio of 15 or more examples of their best work. This normally occurs at the end of the sophomore year. Passing the sophomore portfolio review is a prerequisite to ART 450, Senior Seminar.

Art Core Requirements: The following 34-hour core of art courses is required of all art majors except Interior Design and Art Therapy: 103, 104, 105, 200, 231, 232, 291; 3 hours from 205, 235, 312, 340, 400 (not required for BFA Graphic Design); 260; 375; 3 hours from 430, 431, 432, 433, 434; 450.

Teacher Licensure: The Bachelor of Arts and the Bachelor of Science degrees with teacher licensure are

available. The Bachelor of Science degree is recommended.

Interior Design majors requirement: All students enrolled in the Interior Design degree program must have ready access to a laptop computer and designated software. Specific computer and software requirements are posted on the Harding University IDA Web site. Courses that require the student regularly bring a laptop to class include: ART 221, 370, 371, 372, 476 and 478.

BACHELOR OF ARTS DEGREE

ART MAJOR (ART)

(Non-Teacher Licensure)

REQUIREMENTS	HOURS
Liberal Arts:	52
Art 101 is waived.	
Major:	37
ART 103, 104, 105, 200, 231, 232; 260; 291; 375; 3 hours from 205, 235, 312, 340, 400; 3 hours from 430, 431, 432, 433, 434; 450; 3 hours of art elec- tives.	
Minor:	18
Electives:	13
Remaining Bible:	8
TOTAL HOURS	128

BACHELOR OF ARTS DEGREE

ART MAJOR (ARED)

(Teacher Licensure)

REQUIREMENTS	HOURS
Liberal Arts:	49
ART 101 is waived. EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure. Student must take MATH 151 and POLS 205.	
Major:	37
ART 103, 104, 105, 200, 211, 231, 232, 260, 291, 375; 3 hours from 205, 235, 312, 340, 400; 3 hours from 430, 431, 432, 433, 434; 450; 1 hour of art elective.	

Licensure: 32
EDFD 202, 203, 311; SEED 314, 417, 420, 461, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.

Minor: 18

Remaining Bible: 6
Bible is not required during the supervised teaching semester.

TOTAL HOURS 142

BACHELOR OF SCIENCE DEGREE

ART MAJOR (ART)

(Non-Teacher Licensure)

REQUIREMENTS **HOURS**

Liberal Arts: 52

ART 101 is waived.

Major: 50

ART 103, 104, 105, 200, 231, 232, 291; 3 hours from 205, 235, 312, 340, 400; 260; 375; 3 hours from 430, 431, 432, 433, 434; 450; 16 hours of art electives, including 11 upper-level hours.

Electives: 18

Remaining Bible: 8

TOTAL HOURS 128

BACHELOR OF SCIENCE DEGREE

ART MAJOR (ARED)

(Teacher Licensure)

REQUIREMENTS **HOURS**

Liberal Arts: 49

ART 101 is waived.

EDFD 203, required in place of PSY 201, is counted below in the hours required for certification.

Student must take MATH 151 and POLS 205.

Major: 50

ART 103, 104, 105, 200, 211, 231, 232, 260, 291, 375; 3 hours from 205,

235, 312, 340, 400; 3 hours from 430, 431, 432, 433, 434; 450; 14 hours of art electives, including 11 upper-level hours. Also recommended are 3 additional hours of art history and courses in ceramics, watercolor, printmaking, computer graphics and sculpture.

Licensure: 32

EDFD 202, 203, 311; SEED 314, 417, 420, 461, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.

Remaining Bible: 6

Bible is not required during the supervised teaching semester.

TOTAL HOURS 137

Art as a Second Teaching Field: Three hours from ART 103, 104, 105; ART 200, 211, 231, 232, 260, 291; 450; SEED 420. ART 235, 345 and/or 365 and 300 are recommended.

Minor in Art: 18 hours of art, including ART 103 and 200 and 6 upper-level hours.

BACHELOR OF SCIENCE DEGREE

ART THERAPY MAJOR (ARTT)

REQUIREMENTS **HOURS**

Liberal Arts: 52

ART 101 is waived.

Student must take PSY 201.

Major: 55

ART 103, 104, 105, 200, 211, 231, 232, 260, 291, 375; 3 hours from 205, 235, 312, 340, 400; 450; 3 hours from 430, 431, 432, 433, 434; 1 hour of art electives; PSY 240, 325, 380, 382, 385, 412.

Electives: 13

Remaining Bible: 8

Additional Consideration:

A master's degree in Art Therapy is required to practice as an art therapist.

TOTAL HOURS 128

BACHELOR OF SCIENCE DEGREE GRAPHIC DESIGN MAJOR ()

REQUIREMENTS	HOURS
Liberal Arts:	52
ART 101 is waived.	
Major:	51
ART 103, 104, 105, 118, 200, 220, 231, 232, 251, 291, 349, 350, 375, 451; 452 or 365 (on approval); 3 hours from 430, 431, 432, 433, 434; 450.	
Electives:	17
Remaining Bible:	8
TOTAL HOURS	128

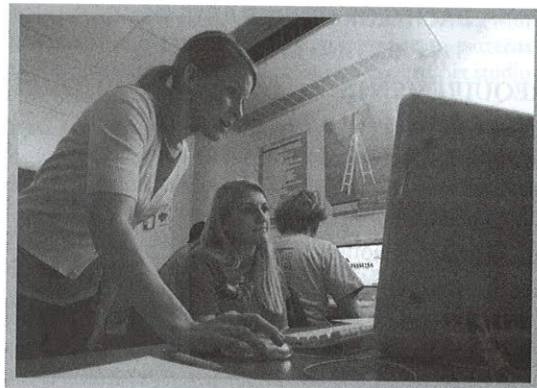
BACHELOR OF SCIENCE DEGREE INTERIOR DESIGN MAJOR (IDA)

REQUIREMENTS	HOURS
Liberal Arts:	52
ART 101 is waived.	
Major:	67
ART 102, 117, 200, 203, 221, 231, 232, 260, 262, 263, 323, 370, 371, 372, 373, 374, 460, 470, 476; 3 hours from MKTG 330 or PRS 336; 6 hours from COMM 220 and/or ART electives.	
Electives:	2
Remaining Bible:	8
TOTAL HOURS	129

BACHELOR OF FINE ARTS PROGRAM

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

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



BACHELOR OF FINE ARTS DEGREE GRAPHIC DESIGN MAJOR (GRDE)

REQUIREMENTS	HOURS
Liberal Arts:	52
ART 101 is waived.	
Major:	78
ART 103, 104, 105, 118, 200, 220, 231, 232, 251, 260, 291, 345, 349, 350, 356, 363, 365, 375, 450, 451, 452, 456; 3 hours from 430, 431, 432 or 433; COMM 220, two courses from COMM 231, 254, 303, 305, 323 or 326, MKTG 330.	
Remaining Bible:	8
TOTAL HOURS	138

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

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

REQUIREMENTS	HOURS
Liberal Arts:	52
ART 101 is waived.	
Major:	76
ART 103, 104, 105, 200, 205, 231, 232, 235, 255, 260, 291, 312, 340, 375, 400, 401; 9 hours from 430, 431, 432, 433, 434; 450; 6 hours of ART 475; 9 hours of art electives; COMM 220.	
Remaining Bible:	8
TOTAL HOURS	136

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

REQUIREMENTS	HOURS
Liberal Arts:	52
ART 101 is waived.	
Major:	73
ART 103, 104, 105, 200, 231, 232, 291, 292; 3 hours from 205, 235, 312, 340, 375, 400; 260, 300, 301, 302; 9 hours from 430, 431, 432, 433, 434; 450; 6 hours of ART 475; 15 hours of art electives; COMM 220.	
Remaining Bible:	8
TOTAL HOURS	133

ART (ART)

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

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

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

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

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

117. FUNDAMENTALS OF INTERIOR DESIGN. (3) Fall. Study and application of design fundamentals as used in interior design. Introduction to the design process and interior components. Six hours per week, three lecture and three studio.

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

200. TWO-DIMENSIONAL DESIGN. (3) Fall, Spring. Exploration, through discussion and laboratory application, of basic design principles and sources of design inspiration fundamental to all visual arts. Six studio hours in class per week. Prerequisite: 102 or 103 or 104 or COMM 177 or consent of instructor. Fee: See course fee schedule.

203. VISUALIZATION AND RENDERING OF INTERIOR DESIGN. (2) Fall. Methods of visual communication for interior designers including sketching, perspective drawings, rendering and sample boards. Exploration of a variety of media. Six studio hours per week. Prerequisite: ART 102 or consent of instructor, 117. Fee: See course fee schedule.

205. THREE-DIMENSIONAL DESIGN. (3) Offered upon sufficient demand. Exploration of three-dimensional form and space stressing organization of design elements, development of concepts, and manipulation of materials. Mass, volume, space, sequence, time, and the nature of materials are manipulated in studies and creative problems. Six studio hours in class per week. Prerequisite: 200 or consent of instructor. Fee: See course fee schedule.

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

220. COMPUTER GRAPHICS DESIGN. (3) Fall, Spring. Computer graphics hardware and software for artists, graphic designers and others interested in using graphics for expression or effective communication. Lecture, demonstration and hands-on experience present an overview of the capabilities of computer graphics software systems, the skills necessary to manipulate computer images, and the design principles leading to quality graphics. Six studio hours in class per week. Enrollment is limited to the available equipment. Prerequisites: 103 or 200 or COMM 177 or consent of the instructor. Fee: See course fee schedule.

221. COMPUTER-AIDED DRAFTING. (3) Fall. Computer-aided drafting and design of working architectural drawings. Two- and three-dimensional computer drawing skills developed. Student is required to have ready access to a laptop computer and instructor-designated software. Prerequisite: 102.

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

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

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

Techniques involved in working with clay. Class projects using wheel and hand building methods. Several finishing procedures, including glazing and firing. Six studio hours in class per week. 235 is prerequisite to 255. Fee: See course fee schedule.

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

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

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

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

263. COMMUNICATION TECHNIQUES IN INTERIOR DESIGN. (2) Spring. Methods and techniques of oral, written and electronic communication for interior designers. Methods include sample boards, contract documents and oral presentations. Four studio hours per week. Prerequisite: 117.

291. PAINTING I. (3) Fall, Spring, Summer. Creative experience in oil. Six studio hours in class per week. Prerequisites: 102 or 103; 260 or consent of instructor.

292. PAINTING II. (3) Fall, Spring, Summer. Creative experiences with oil and acrylic in landscape, portraiture, and other selected subjects. Six studio hours in class per week. Prerequisite: 291 or consent of instructor.

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

301-302/502. ADVANCED PAINTING I, II. (3, 3) Fall, Spring, Summer. Painting for advanced students seeking to develop individual expression in creative painting and technical mastery of various media. Six studio hours in class per week. Prerequisites: 291-292. Also, 301 is prerequisite to 302.

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

323. INTERIOR COMPONENTS. (3) Fall. Comprehensive study of interior finishes, textiles and decorative elements. Research of new sources and trends. Understanding of installation and maintenance procedures of interior components. Prerequisite: 117.

340. METAL WORK AND JEWELRY. (3) Fall. Basic designing, shaping, and soldering of metals. Lapidary work in cutting and polishing stones, and experience in lost-wax casting. Six studio hours in class per week. Prerequisite: 200, 205, or consent of instructor. Fee: See course fee schedule.

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

349. GRAPHIC DESIGN I. (3) Fall, Spring. Beginning problems and exercises in lettering, advertising, layout, design, and techniques. Six studio hours in class per week. Prerequisite: 200 and 220, or COMM 177. Fee: See course fee schedule.

350. GRAPHIC DESIGN II. (3) Fall, Spring. Continuation of 349. Beginning problems and exercises in lettering, advertising, layout, design, and techniques. Six studio hours in class per week. For 350 and beyond a personal computer is highly recommended. Prerequisite: 200 and 349 (with a grade of "C" or higher). Fee: See course fee schedule.

356/456. GRAPHIC DESIGN INTERNSHIP I, II. (3, 3) Fall, Spring, Summer. Guided experiences in an ad agency, design studio, print shop, publishing house, or related graphic arts business. Requires an approved written plan and consent of the instructor. Six hours required of all B.F.A. Graphic Design majors. Prerequisite: 349 with a "C" or higher. 356 is a prerequisite to 456.

363. HISTORY OF GRAPHIC DESIGN. (3) Fall of even years. A comprehensive look at historical and cultural underpinnings, technical innovations, art and design movements, and important designers and typographers which have formed the origins of the art form we now call graphic design. Lecture three hours per week. Prerequisites: 231 and 232, or consent of instructor.

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

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

370. INTERIOR DESIGN I. (3) Fall. Demonstration of project development, documentation and presentation skills. Six studio hours in class per week. Prerequisites: 203, 221,

262, 263, or consent of instructor. Corequisite: 323. Field trip required. Fee: See course fee schedule.

371. LIGHTING AND CODES. (2) Fall. Study of lighting and codes in an interior environment. Lighting principles demonstrated through the selection and application of luminaries and lighting sources. Four studio hours in class per week. Prerequisites: 102, 206, 263, or consent of instructor. Fee: See course fee schedule.

372. INTERIOR DESIGN STUDIO II. (3) Spring. Applying design fundamentals to commercial projects. Demonstration of project development, documentation and presentation skills. Six hours in class per week. Prerequisites: 203, 221, 262, 263, 323, 371. Field trip required. Fee: See course fee schedule.

373. HISTORY OF ARCHITECTURE AND INTERIOR DESIGN. (3) Fall. The study of historical furniture, ornamental design, and architecture from antiquity to the 19th century. Prerequisites: 231, 232 or consent of the instructor.

374. MODERN ARCHITECTURE AND DESIGN. (3) Spring. The study and application of interior design, architectures and furnishings from the 19th century to the present. Prerequisites: 231, 232 or consent of the instructor.

375/575. VISUAL AESTHETICS. (3) Spring. The basics of visual aesthetics through an analysis of elements and orders. Emphasis is given to the Christian ethic as a fundamental to the forming of visual judgment. Fee: See course fee schedule.

400. SCULPTURE I. (3) Spring. Introductory sculpture experiences in selected materials. Six studio hours in class per week. Prerequisite: 200 or consent of instructor. Fee: See course fee schedule.

401/501. SCULPTURE II. (3) Spring. Intermediate and advanced problems in selected media. Six studio hours in class per week. Prerequisite: 400 or consent of instructor. Fee: See course fee schedule.

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

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

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

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

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

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

451. ADVANCED GRAPHIC DESIGN I. (3) Fall. Advanced problems in the commercial field. Six studio hours in class per week. Prerequisites: 349 with a grade of "C" or higher, 350 with a grade of "C" or higher, or consent of instructor. Fee: See course fee schedule.

452. ADVANCED GRAPHIC DESIGN II. (3) Spring. Advanced problems in the commercial field. Six studio hours in class per week. Prerequisites: 349 with a grade of "C" or higher, 350 with a grade of "C" or higher, or consent of instructor. Fee: See course fee schedule.

460. PROFESSIONAL PRACTICE FOR INTERIOR DESIGNERS. (3) Spring. Business practices including fees and commissions, preparing estimates, contracts and professional ethics. Refinement of professional skills. Prerequisite: Sophomore Portfolio Review.

470. INTERNSHIP IN INTERIOR DESIGN. (3) Fall, Spring, Summer. A supervised work experience with an architecture or interior design business. Requires an approved work plan and periodic reports from student and employer. Prerequisites: 370, 372.

471. INTERNSHIP IN ART. (1-3) Fall, Spring, Summer. A supervised training program in cooperation with business and professional artists, art museums, or other approved art experiences. Requires an approved plan and periodic reports from the student and employer.

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

476. INTERIOR DESIGN STUDIO III. (3) Fall. Applying design fundamentals to large-scale projects addressing current design topics. Independent and group work emphasizing research. Opportunity for involvement in design competitions. Prerequisites: 370 and 372 (with a grade of C or higher). Fee: See course fee schedule.

478. ADVANCED STUDIES IN INTERIOR DESIGN. (3) Fall, Spring. Comprehensive design project demonstrating creative and technical skills. Capstone experience including oral presentation and physical exhibit of work. Prerequisite: 370 and 372 (with a grade of C or higher), 476 or consent of instructor. Fee: See course fee schedule.

DEPARTMENT OF COMMUNICATION

CHAIR: Michael L. James, Ph.D.

PROFESSORS:

Louis Butterfield, Ed.D.

Morris Ray Ellis, Ph.D.

Steven N. Frye, Ed.D.

Patrick Garner, Ph.D.

Director of the Forensics Program

Michael L. James, Ph.D.

C. Robin Miller, M.F.A.

Director of the Theatre Program

Jack R. Shock, Ed.D.

ASSOCIATE PROFESSOR:

Dutch Hoggatt, Ph.D.

ASSISTANT PROFESSORS:

Kelly Elander, M.A.

Britton Lynn, M.F.A.

Sharon Pitt, M.Ed.

INSTRUCTORS:

Dottie Frye, M.A.

Jim Miller, M.Ed.

Bob Ritchie, M.Ed.

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

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

The Department of Communication offers majors in three program areas: mass communication (advertising, broadcast journalism, communication management, electronic media production, interactive media, print journalism, public relations); oral communication; and theatre.

Students may become licensed to teach speech/theatre communication at the secondary level or gain the

necessary educational preparation for graduate study in any of the above areas of communication.

MINOR IN COMMUNICATION

Students may choose a minor in communication to satisfy requirements for other degree plans: 18 hours, including COMO 101 and 6 hours of upper-level work.

MASS COMMUNICATION

Seven majors are available for students in mass communication: (1) advertising; (2) broadcast journalism; (3) communication management; (4) electronic media production; (5) interactive media; (6) print journalism; and (7) public relations.

Students in mass communication are encouraged to maximize practical training along with academic instruction. Work on the campus television channel TV 16, the University's commercial FM radio station KVHU 95.3, the campus non-commercial AM radio station AM 1660, the student newspaper *The Bison*, and the yearbook *The Petit Jean* is available.

In their junior or senior year students must complete an internship in their majors, working 240 hours in broadcast facilities or in firms specializing in advertising, public relations, interactive media, print journalism, and management.

Students must pass ENG 111 before enrolling in any COMM course numbered 230 and above. In addition, students must take MATH 200 to satisfy the Liberal Arts requirement for mathematics.

Students who desire to get a double major in two areas of mass communication should be aware of the University academic policy that requires them to complete requirements for both majors plus 15 hours beyond the major with the most required hours (see Course Policies).

Students should be aware that a minor does not appear on the transcript of a student whose major does not require a minor. The student would have to call attention to a minor equivalency in a cover letter.

The student may be better served by taking the specific courses desired as electives.

The Communication Department does not permit a student to get a minor in a mass communication area if his or her major is also in a mass communication subject or to get more than one minor in a mass communication field of study because the core curriculum is so similar for all areas. The student may be better served by taking the specific courses desired as electives.

BACHELOR OF ARTS DEGREE ADVERTISING MAJOR (ADV)

REQUIREMENTS **HOURS**

Liberal Arts: 54

Student must pass ENG 111 before enrolling in COMM courses numbered 230 and above. Student must take MATH 200.

Major: 58

COMM 140, 141, 177, 190, 201, 230 or 231, 253, 254, 259, 280, 303, 304, 323, 351, 411, 412, 413, 441, 451; 12 hours from ART 200, 220, 349, 350; COMM 220, 242, 243, 244, 251, 302, 305, 370, 371, 372, 406, 410; COMO 271; MKTG 331, 337; PR S 336; BUS 435; IT 101

Electives: 10

Remaining Bible: 6

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

TOTAL HOURS **128**

Minor in Advertising: 20 hours, including COMM 177, 190, 230 or 231, 259, 303 or 304; 1 hour from 140, 141, 242, 243; 6 hours from 201, 253, 254, 280, 351, 406, 411, 412, or other courses approved by the department chairman.

BACHELOR OF ARTS DEGREE BROADCAST JOURNALISM MAJOR (BRJ)

REQUIREMENTS **HOURS**

Liberal Arts: 54

Student must pass ENG 111 before enrolling in courses numbered 230 and above. Student must take MATH 200.

Major: 56

COMM 140, 141, 177, 201, 230, 231, 244, 248, 253, 275, 323, 351, 371, 408, 410, 412, 447, 451.

Choose any 12 hours from: COMM 140, 141, 190, 220, 242, 251, 254, 280, 301, 302, 406; POLS 353, 354, 435; ECON 201, 202, 310, 311.

Electives: 10

Remaining Bible: 8

TOTAL HOURS **128**

Minor in Broadcast Journalism: 19 hours, including COMM 140 or 141, 201, 230, 244, 253, 275, and 5 upper-level hours.

COMMUNICATION MANAGEMENT

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

BACHELOR OF ARTS DEGREE COMMUNICATION MANAGEMENT MAJOR (CMMG)

REQUIREMENTS **HOURS**

Liberal Arts: 54

Student must take ECON 201.
Student must pass ENG 111 before enrolling in COMM courses numbered 230 and above. Student must take MATH 200.

Major: 60

Communication Courses (30 hours): COMM 177, 190, 201 or 251, 280, 351, 406, 412, 445, 451; COMO 260 or 261; 4 hours elected in communication.

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

Electives:	6
Remaining Bible:	8
BUS 435 is recommended and satisfies the Bible requirement in the semester it is taken.	
TOTAL HOURS	128

**BACHELOR OF ARTS DEGREE
ELECTRONIC MEDIA PRODUCTION (EMP)**

REQUIREMENTS HOURS

Liberal Arts:	54
Student must pass ENG 111 before enrolling in courses numbered 230 and above. Student must take MATH 200.	

Major:	56
COMM 140, 141, 177, 190, 201, 230, 251, 253, 254, 351, 370, 371, 372, 409, 412, 444, 451.	

Choose any 14 hours from: COMM 140, 141, 220, 244, 248, 259, 275, 280, 304, 372, 406, 408, 410.

Electives:	10
Remaining Bible:	8
TOTAL HOURS	128

Minor in Electronic Media Production:

18 hours, including COMM 140 or 141, 201, 230, 251 or 254, 253, and 2 classes selected from 220, 248, 275, 304, 351, 371, 372.

INTERACTIVE MEDIA

The interactive media degree program was designed to meet the needs of an exciting, growing industry that might be described as online, interactive, Web-oriented communication.

The Bachelor of Science degree in interactive media is an interdisciplinary degree designed to provide graduates with the necessary skills to meet job-market demands by developing key skills from areas such as graphic design, communication, programming, business and marketing.

Course work is designed to develop the competencies needed to succeed in interactive media with emphasis on the following:

- general skills associated with using modern digital technology;
- creating Web sites that are attractive and user friendly;
- knowledge and practice of marketing/advertising principles for the Web;
- experience with the most common industry software and media tools;
- understanding of computer programming to create interactive Web sites;
- real-life project work in class;
- credit for IM-related internships;
- integration of spiritual faith into one's career.

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

REQUIREMENTS HOURS

Liberal Arts:	54
Student must pass ENG 111 before enrolling in any major courses numbered 230 and above. Student must take MATH 200.	

Major:	58
COMM 177, 195, 225, 254, 259, 260, 285, 310, 326, 420, 446, 451; COMM 190 or MKTG 330 or BUS 300; ART 200, 349; COMP 150, 151, 250; IT 253, 280; BUS 350 or ENG 291.	

Choose 6 hours from ART 260, 350, 451, 452; BUS 300; COMM 190, 220, 251, 280; COMP 245, 345, 431; IT 350, 400; MKTG 330, 331, 335, 375.

Electives:	8
Remaining Bible:	8
TOTAL HOURS	128

Minor in IM: 18 hours, including COMM 177, 254, and 13 hours from courses selected from those within the IM major.

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

REQUIREMENTS HOURS

Liberal Arts: 54

Student must pass ENG 111 before enrolling in COMM courses numbered 230 and above. Student must take MATH 200. PolS 205 is recommended for Social Science.

Major: 61

COMM 177, 201, 220, 231, 242, 243, 259, 301, 302, 323, 351, 410, 412, 415, 442, 451; POLS 202, 353; ENG 281; 12 hours from COMM 190, 254, 280, 305, 340, 370, 371, 372, 406; BUS 315; ECON 201, 202, 310, 311; ENG 291; POLS 300, 304, 435.

Electives: 5

Remaining Bible: 8

TOTAL HOURS 128

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

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

REQUIREMENTS HOURS

Liberal Arts: 54

Student must pass ENG 111 before enrolling in COMM courses numbered 230 and above. Student must take MATH 200. ECON 201 or SOC 203 is recommended for social science.

Major: 58

COMM 140 or 141, 177, 201, 220, 231, 242, 243, 254, 259, 280, 302, 303, 323, 340 or 351, 394, 396, 412, 415, 443, 451; COMO 260 or 262; MKTG 330; BUS 435.

Electives: 10

Remaining Bible: 6

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

TOTAL HOURS 128

Minor in Public Relations: 19 hours, including COMM 201, 231, 242 or 243, 280, 302, 323, 394 or 396.

ORAL COMMUNICATION

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

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

REQUIREMENTS HOURS

Liberal Arts: 54

Major: 37

Prerequisite: COMO 101 (counted above in Liberal Arts)
COMD 250; COMM 201, 251 or 254, 410; COMO 210, 260, 261 or 263, 262, 264, 271, 290 or 315, 451; COMT 304 or 308; COMT 190 or COMM 248; two from COMM 140, 141, COMO 151, 171, 270, COMT 222.

Minor: 18

Electives: 11

Remaining Bible: 8

TOTAL HOURS 128

**BACHELOR OF ARTS DEGREE
ORAL COMMUNICATION AND
DRAMA/SPEECH MAJOR (OCOS)
(Teacher Licensure)**

REQUIREMENTS HOURS

Liberal Arts: 51

Student must take POLS 205. EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure. ANTH 250, GEOG 302/303, or POLS 202 is recommended for global literacy.

Major:

COMM 201, 410; COMO 210, 260 or 261, 262, 263, 264, 451; COMT 190, 200, 304 or 308, 206, 301, 303, 306, 311, 313; 1 hour from COMT 107, 222, 307; 4 hours from COMM 140, 141, COMO 151, 171 (with no class repeated).

Licensure:

EDFD 202, 203, 311; SEED 314, 417, 430, 451, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.

Prior to graduation, student is required to take the appropriate professional examinations for this area. This includes, but is not limited to, the PRAXIS II. Student is required to furnish complete scores on these tests to the department.

Remaining Bible:

Bible is not required during the supervised teaching semester.

TOTAL HOURS

Minor in Oral Communication (for Bible majors): 19 hours, including

COMO 210, 260, 261, 262 or 263, 271; COMM 140 or 141, 351; COMT 190 or COMM 248.

THEATRE

The art of theatre integrates the fine arts, the humanities, and the performing arts into one experience for all of its participants. The purpose of the Theatre Program is to equip students as Christians who are proficient theatre artists and educators. Students are given freedom of expression to develop their skills such as performance, direction, production and design, based upon an understanding of the history and literature of theatre.

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

REQUIREMENTS

HOURS

Liberal Arts:

54

Major:

37

COMO 264; COMT 190, 206, 222 (must be taken 3 times for credit), 245, 289, 301, 303, 304, 308, 313, 451; 11 hours selected from COMT 107/307 (1 hour), 200, 202, 207, 225, 306, 309, 311, 325, 360, 361, 362.

Minor:

18

Electives:

11

Remaining Bible:

8

TOTAL HOURS

128

Minor in Theatre: 18 hours, including COMT 190, 206, 222 (must be taken twice for credit), 304 or 308; 9 hours selected from COMT 107/307 (1 hour), 200, 202, 207, 245, 289, 301, 303, 304, 306, 308, 309, 311, 313, 325, 360, 361, 362, 450.

MASS COMMUNICATION (COMM)

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

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

177. MEDIA SOFTWARE TOOLS. (2) Fall, Spring. Introduction, practice and performance with essential media software applications such as Microsoft PowerPoint, Adobe Photoshop, InDesign and Freehand. Course will be taught using demonstrations, hands-on projects and coaching.

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

195. INTRODUCTION TO INTERACTIVE MEDIA. (1) Fall of odd years. An examination of the interactive media degree and Internet-related careers, such as information architecture, usability, human factors, new media, Web design and development and e-learning. Students will become familiar with professional expectations and job

specifications within the Web industry. Students will also be exposed to a variety of topics in a high-level overview of the Web communication, concerns, issues and technologies.

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

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

225. WEB PROGRAMMING WORKSHOP. (1) Fall of even years. A one-hour lab course provided for interactive media majors to work on database-driven Web sites using open source applications and languages such as MySQL, CMS and PHP. Prerequisite: COMP 250.

230. BROADCAST NEWS WRITING. (3) Fall, Spring. Broadcast news reporting, writing, and style. News reporting and writing assignments for the University's radio and television newscasts. Prerequisite: ENG 111 or equivalent.

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

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

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

244. BROADCAST NEWS PRACTICUM. (1) Fall, Spring. Broadcast news writing, reporting and production assignments for the evening television newscasts. May be taken twice for credit. Prerequisite: COMM 230 or consent of instructor.

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

251. WEB MEDIA. (3) Fall of odd years. A practical, hands-on course teaching students how to use current software and methods to put audio and video content on the Internet. The class will also examine audio editing, compression technologies and media streaming. Prerequisite: COMM 254.

253. VIDEO PRODUCTION. (3) Fall, Spring, Summer. Video production and post production, including videography, linear and nonlinear editing, lighting, audio and

production techniques.

254. CYBERSPACE COMMUNICATION. (3) Fall, Spring. An examination of theory, technology and techniques used in online communication. Emphasis will be placed on learning how to design and develop Web sites using XHTML, CSS and authoring tools. Hands-on lab work and outside assignments reinforce class lessons. Prerequisite: COMM 177 or ART 220.

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

260. WEB DESIGN AND DEVELOPMENT. (3) Spring of even years. A combination of classroom and hands on project work designed to teach students the skills of standards-based Web design and development using XHTML and CSS. Web sites will be built with attention given to accessibility, interactivity, usability and code validation. Some time will be spent learning and using Web-authoring software such as Dreamweaver and Go Live. Prerequisite: COMM 254.

275. BROADCAST REPORTING. (3) Spring. Reporting and production for broadcast journalism. News reporting and production assignments for TV-16 and KHCA. Prerequisite: COMM 230 and 253.

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

285. INTRODUCTION TO E-LEARNING. (1) Spring of even years. An overview and introduction to the concepts, practices and methodologies used to present education or training via the Internet and Web-based technologies. The course is intended to help students understand the unique requirements and concerns of Web-delivered education. Course materials and discussion are intended to help students from multiple disciplines (such as Web design, Web development, education, content writing and graphic design) recognize how their work would be adapted to the E-learning environment. Prerequisite: COMM 254.

301. PRINT REPORTING. (3) Spring of even years. 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. News values, reader interest, promotion techniques, and editorial problems. Editorial practices of small town dailies and weeklies. Prerequisite: COMM 177, 231, 259.

303. PRINT ADVERTISING. (3) Fall. The psychology, theory, and design of advertising with emphasis on print, including newspapers, magazines, billboards, direct mail, brochures, and specialties. Desk-top publishing with hands-on work in the Macintosh Computer Lab. Study of the buying and selling of print advertising. Prerequisite: COMM

177, 190 or consent of instructor.

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

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

310. WRITING FOR THE WEB. (2) Spring of odd years. Writing for the Web is a practical, hands-on course teaching students from multiple disciplines (such as Web design, English, business, education and ministry) the principles and practices used to write original content (or adapt existing documents) for use on Web pages or content management systems that publish to the Internet. Prerequisite: COMM 254.

323. WRITING FOR THE MASS MEDIA. (3) Spring. Extensive instruction in the writing skills required by all the mass media, with special attention given to three forms of mass media writing: writing to inform, writing to entertain, and writing to persuade. Prerequisite: COMM 230 or 231.

326. WEB DEVELOPMENT STRATEGIES. (3) Fall of even years. An examination of how Web designers and developers arrive at the right approach to meet client needs. Drawing upon knowledge of programming, graphic design and Web design, students will address project-oriented assignments – determining the best design approach. Special attention will be devoted to learning professional Web design and development techniques and software applications (such as Flash and Fireworks). Prerequisite: COMM 254.

340. STUDY IN MASS COMMUNICATION. (3) Offered on demand. Specialized study in mass communication. May be repeated with the consent of the department chair. Prerequisite: Approval of department chair. Fee: See course fee schedule.

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

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

370. BROADCAST PROGRAMMING. (3) Spring of odd years. Analysis of the programming function of radio and television broadcasting. Investigation of programming

philosophies of commercial and public agencies in light of governmental and industry standards. The relationship of programming to total station operation. Uses of programming and some alternatives to present practice. Prerequisite: COMM 251 or consent of instructor.

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

372. TV PRODUCTION PROJECTS. (2) Fall, Spring. Provides students with the opportunity to develop their video production skills through supervised individual and team projects. May be taken twice for credit. Pre-requisite: COMM 253.

394. PUBLIC RELATIONS CASE STUDIES. (3) Fall. Public relations ethics, writing, media relations and case studies. Prerequisite: COMM 177, 231, 259, 280.

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

406. MEDIA MANAGEMENT. (3) Spring of even years. Provides theoretical and practical understanding of media management and leadership with a focus on management theory, business practices, media operations, content, sales, marketing, audience analysis, ethics and regulation. This course will serve as the capstone senior-level communication course for communication management majors.

408. ADVANCED BROADCAST JOURNALISM. (3) Fall of odd years. Advanced theory and techniques of news-cast producing, directing, reporting and writing. Spot news reporting, online database research, resume tape preparation, and ethical and legal issues in journalism. This course will serve as the capstone senior-level communication course for broadcast journalism majors. Prerequisite: COMM 275.

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

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

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

412. COMMUNICATION LAW. (3) Fall. The legal and

ethical responsibilities and freedoms affecting oral, print, and electronic media, including first amendment principles and the legal and ethical philosophy affecting mass media.

413. FIELD EXPERIENCES IN ADVERTISING. (1) Spring. Participation in a student-run advertising agency. Hands-on experience in the planning, design, production, implementation, and evaluation of an advertising campaign for an actual client. This course will serve as the capstone senior-level communication course for advertising majors. Prerequisites: COMM 231, 280, 303, 304, and consent of faculty adviser.

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

420. PROJECT DEVELOPMENT IN DIGITAL MEDIA. (3) Spring. The capstone course for the interactive media major; it focuses all previous coursework on the development of an approved digital media project for a real-world client. It will be team taught by collaborative learning with professors in business, communication, computer science and graphic design.

441-447. INTERNSHIP IN ADVERTISING, PRINT JOURNALISM, PUBLIC RELATIONS, ELECTRONIC MEDIA PRODUCTION, COMMUNICATION MANAGEMENT, INTERACTIVE MEDIA, BROADCAST JOURNALISM. (2) Fall, Spring, Summer. The internship, supervised in a commercial or educational setting, provides opportunity for observation and practice of fundamentals in a professional setting. An internship paper, approved by the department chairman, is required. Prerequisite: Consent of the department chairman.

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

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

ORAL COMMUNICATION (COMO)

101. SPEECH COMMUNICATION. (3) Fall, Spring, Summer. Instruction and practice in the theory and skills of public and interpersonal communication. Organization and delivery of short speeches, reading aloud in public, group discussions, critical listening, and evaluation.

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

171. FORENSICS PRACTICUM. (1-3) Fall, Spring. Participation in intercollegiate individual events. Prerequisite: Consent of the forensics instructor.

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

260. INTERPERSONAL COMMUNICATION. (3) Spring of odd years. Elements and contexts of interpersonal communication, including self-concept, verbal and 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 of odd years. Major aspects of and variables affecting nonverbal communication with speech with an emphasis upon the cross-cultural contexts of non-verbal behavior.

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

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

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

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

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

290. PHONETICS. (3) Spring. Principles of phonetic sciences with practical application of articulatory phonetics and experience in auditory discrimination. Geographical and ethnic dialects.

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

450/550. INDEPENDENT STUDY. (1-3) Offered with permission of instructor and approval of department chairman. Independent research in oral interpretation, commu-

nication theory, rhetoric and public address, phonetics, or speech education. May be repeated for a maximum of 6 hours total credit in any area.

451. SENIOR SEMINAR. (1) Spring. In this capstone seminar, each student devises a research project of his or her own design related to some area of oral communication. Students make public presentations of their research and produce written papers analyzing their projects. Students will take the Speech/Communication section of the PRAXIS II exam and make scores available to the instructor. Fee: See course fee schedule.

THEATRE (COMT)

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

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

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

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

202. STAGE COMBAT. (2) Spring. An introduction to the art of stage combat. Emphasis is placed on safely creating the illusion of violence while portraying a character. Various styles of combat are presented. May be taken twice for credit.

206. TECHNICAL THEATRE. (2) Fall. Technical production and operation including purchasing, sourcing materials, and budgeting. Tool use, construction procedures, lighting techniques, and costume shop procedures.

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

222. THEATRE PRODUCTION EXPERIENCES. (0-1) Fall, Spring. Accelerated practicum experience in department productions. May be repeated for credit. May not be taken concurrently with COMT 451 Senior Seminar.

225. THEATRE SEMINAR/AUDITIONS. (1) Offered on



sufficient demand. A seminar in various areas of theatrical production. Readings prior to the seminar/audition as well as a follow-up project are required.

245. MAKEUP. (2) Fall. Principles and application of make up in a laboratory setting. Design, application, and evaluation of specific techniques for TV and stage. Students must purchase makeup supplies.

289. DESIGN. (3) Spring. A study of design principles applicable to all areas of production design. Purchase of design materials required.

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

303. PLAY PRODUCTION. (2) Spring of even years. Lecture-workshop in the production of plays. Will consider the legal, organizational and fiscal aspects of production.

304. THEATRE HISTORY I. (2) Fall of odd years. A survey of theatre history from ancient times to 1700.

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

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

308. THEATRE HISTORY II. (2) Spring of even years. A survey of theatre history from 1700 to the present.

309. ACTING II. (3) Spring of odd years. Advanced study in the craft of acting with emphasis given to modern scripts. Special attention is given to the creation of emotionally believable characters. May be taken twice for credit. Prerequisite: COMT 190.

311. ACTING STYLES. (2) Fall of even years. A practical course focusing on the application of different styles of acting to period plays. Significant study of worldviews and their

application to acting. May be taken twice for credit. Prerequisite: COMT 190.

313. DIRECTING PROJECT. (1) Fall, Spring. Directing a one-act play or an adaptation of a full-length play. Written documentation of the project is required. Prerequisites: (1) COMT 301 or consent of the instructor; (2) written application to the director of theatre by Feb. 1 of the academic year previous to enrollment; (3) Negotiation of a contract with the director of theatre by March 1 of the academic year previous to enrollment.

325. DESIGN II. (3) Fall of odd years. A seminar in theatrical design (set, costume or lighting). Topics will vary by semester. May be repeated for credit with permission of the instructor. Prerequisite: COMT 289 or consent of the instructor.

360. SCENE DESIGN PROJECT. (1) Fall, Spring. A realized practicum project in set design for the stage. May be repeated for credit. Prerequisites: COMT 289 and the consent of the instructor.

361. COSTUME DESIGN PROJECT. (1) Fall, Spring. A realized practicum project in costume design for the stage. May be repeated for credit. Prerequisites: COMT 289 and the consent of the instructor.

362. LIGHTING DESIGN PROJECT. (1) Fall, Spring. A realized practicum project in lighting design for the stage. May be repeated for credit. Prerequisites: COMT 289 and the consent of the instructor.

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

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

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

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

CHAIR: Rebecca O. Weaver, Ph.D., CCC-SLP*

PROFESSORS:

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

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

ASSISTANT PROFESSOR:

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

INSTRUCTOR:

Debbie Woodroof, B.A., C.S.C.

* Designates professional licensure by the state of Arkansas.

The educational mission of the Communication Sciences and Disorders program at Harding University is to prepare highly competent speech-language pathologists in a rigorous academic curriculum with an emphasis on Christian living. The program is designed to reflect the university goal of integrating faith, learning and living in order for the students to function within professional and global communities.

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

BACHELOR OF ARTS DEGREE COMMUNICATION SCIENCES AND DISORDERS MAJOR (CSD)

REQUIREMENTS

Liberal Arts:

HOURS

54

Major:

45

COMD 215, 235, 250, 276, 325, 326,
380, 381, 400, 401, 402, 404, 421;
COMO 290.

Minor:

18

Although no specific minor is designated for this major, the following are strongly recommended choices:

Biology (with emphasis in anatomy and physiology)

English (with emphasis in grammar and linguistics)

Psychology

Electives:

3

Remaining Bible:

8

TOTAL HOURS

128



COMMUNICATION SCIENCES AND DISORDERS (CSD)

214. NORMAL SPEECH AND LANGUAGE DEVELOPMENT (Education majors). (3) Fall, Spring, Summer. An introduction to the speech and language acquisition of typically developing children. This course is designed to address the needs of those majoring in childhood education.

215. NORMAL SPEECH AND LANGUAGE DEVELOPMENT (COMD majors). (3) Spring. Normal speech and language acquisition and growth from first vocalization to adult grammatical forms. Observation of clinical activity is required.

235. PROFESSIONAL ISSUES IN COMMUNICATION SCIENCES AND DISORDERS. (3) Fall of odd years. Topics related to multicultural service delivery, accreditation, code of ethics, graduate education and other issues in speech-language pathology.

250. INTRODUCTION TO COMMUNICATION DISORDERS. (3) Fall, Spring, Summer. Common speech, language, and hearing disorders with emphasis on causation. Observation of clinical activity is required.

276. AMERICAN SIGN LANGUAGE I. (3) Fall, Spring. An elementary course in American Sign Language (ASL) using a natural language approach to introduce culturally appropriate signed concepts related to the immediate environment. Includes development of appropriate linguistic/cultural behaviors and awareness of/respect for Deaf Culture. Fee: See course fee schedule.

277. AMERICAN SIGN LANGUAGE II. (3) Fall, Spring. An intermediate ASL course moving from concrete sign communication to the expression of abstract ideas. Emphasis is on the comprehension and production of increasingly complex linguistic structure. Prerequisite: COMD 276. Fee: See course fee schedule.

325. PHONOLOGICAL AND ARTICULATION DISORDERS. (3) Fall of odd years. Identification, classification, analysis, and remediation of phonological and articulation disorders. Prerequisite: COMD 290.

326. LANGUAGE DISORDERS. (3) Fall of even years. Identification and remediation of language disorders. Delayed and disordered language, environmental deprivation, mental retardation, and brain injury. Prerequisites: COMD 215 and 250.

380. CLINICAL METHODS AND PROCEDURES: DIAGNOSTIC. (4) 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. Three hours of classroom and four hours of clinical/lab work per week. Prerequisites: COMD 250, 325, 326. Additionally, student must purchase professional liability insurance from Harding University. Fee: See course fee schedule.

381. CLINICAL METHODS AND PROCEDURES: TREATMENT. (4) Fall. Overview of the clinical process for the remediation of communication disorders. Practical clinical methodology will be emphasized. Three hours of classroom and four hours of clinical/lab work per week. Prerequisite: 380. Additionally, student must purchase professional liability insurance from Harding University. Fee: See course fee schedule.

400. ANATOMY AND PHYSIOLOGY OF SPEECH AND LANGUAGE. (3) Fall of even years. Normal anatomy, physiology and neurology of speech and language. Specific breakdowns in anatomical, physiological and neurological functioning resulting in communication disorders.

401. SPEECH AND HEARING SCIENCE. (3) Spring. The vocal mechanism, acoustics of voice and sound production, the human ear, and psycho acoustics of audition.

402. AUDIOLOGY. (3) Fall. The anatomy of the hearing mechanism, the process of hearing, tests for impaired functions of the ear, and rehabilitation of the aurally handicapped. Supervised practice in testing hearing. Prerequisite: COMD 250.

404. AURAL REHABILITATION. (3) Spring. The handicap of hearing impairment with its habilitation and rehabilitation. Signing, auditory training, and speech reading. Speech conservation, counseling, and the use of amplification. Prerequisite: COMD 250 and 402 or consent of instructor.

421. SUPERVISED SPEECH PATHOLOGY PRACTICUM. (4) Spring. A clinical experience in an approved speech-language pathology/audiology setting. Prerequisites: COMD 380, 381. Additionally, student must purchase professional liability insurance from Harding University. Fee: See course fee schedule.

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

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

CHAIR: John E. Williams, Ph.D.

DISTINGUISHED PROFESSOR:

Larry R. Long, Ph.D.

Vice President for Academic Affairs

PROFESSORS:

Rodger Lee Brewer, Ph.D.

Kenneth W. Hammes, Ph.D.

Alice K. Jewell, Ph.D.

Dennis M. Organ, Ph.D.

Dean of the College of Arts and Humanities

John E. Williams, Ph.D.

ASSOCIATE PROFESSOR:

Larry Hunt, Ph.D.

ASSISTANT PROFESSORS:

Michael Claxton, Ph.D.

Kathy Dillion, Ph.D.

Terry Engel, Ph.D.

Kayla Haynie, M.A.

Sherry Organ, M.Ed.

INSTRUCTORS:

Lauren Boone, M.A.

Nick Boone, M.A.

Stephanie Eddleman, M.Ed.

Lauren Smelser, M.A.

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

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

BACHELOR OF ARTS DEGREE

ENGLISH MAJOR (ENG)

(Non-Teacher Licensure)

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

BACHELOR OF ARTS DEGREE

ENGLISH MAJOR (ENGC)

(Teacher Licensure)

REQUIREMENTS	HOURS
Liberal Arts:	45
EDFD 203, required in place of PSY 201, is counted below in the hours required for certification. The 6-hour global literacy requirement is satisfied by one year of modern foreign language, counted below in the major. POLS 205 and MATH 151 are required.	

Major:

ENG 231, 251, 252, 271, 272, 281, 322, 420, 422, 451; 6 additional hours of English electives numbered 250 or above; one year (6-8 hours) of modern foreign language.

Licensure:

EDFD 202, 203, 311; SPED 418; SEED 314, 417, 423, 451, 480; HED 203. Consult the College of Education catalog section for additional information.

Minor:

up to 18

A minor requires 18 hours. These may include hours taken in Liberal Arts or Bible.

Remaining Bible:

Bible is not required during the supervised teaching semester.

TOTAL HOURS

128-143

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

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

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

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

Teaching English as a Second Language:

See the TESL curriculum in the College of Education course listings.

For high school teachers of English, a modern foreign language minor or second teaching field is very useful. Since high school teachers of English are often

expected to coach debate, to supervise student publications, or to produce plays, the following courses are also desirable electives: COMO 151 and 263, COMM 242 and 243, and COMT 131.

ENGLISH (ENG)

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

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

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

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

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

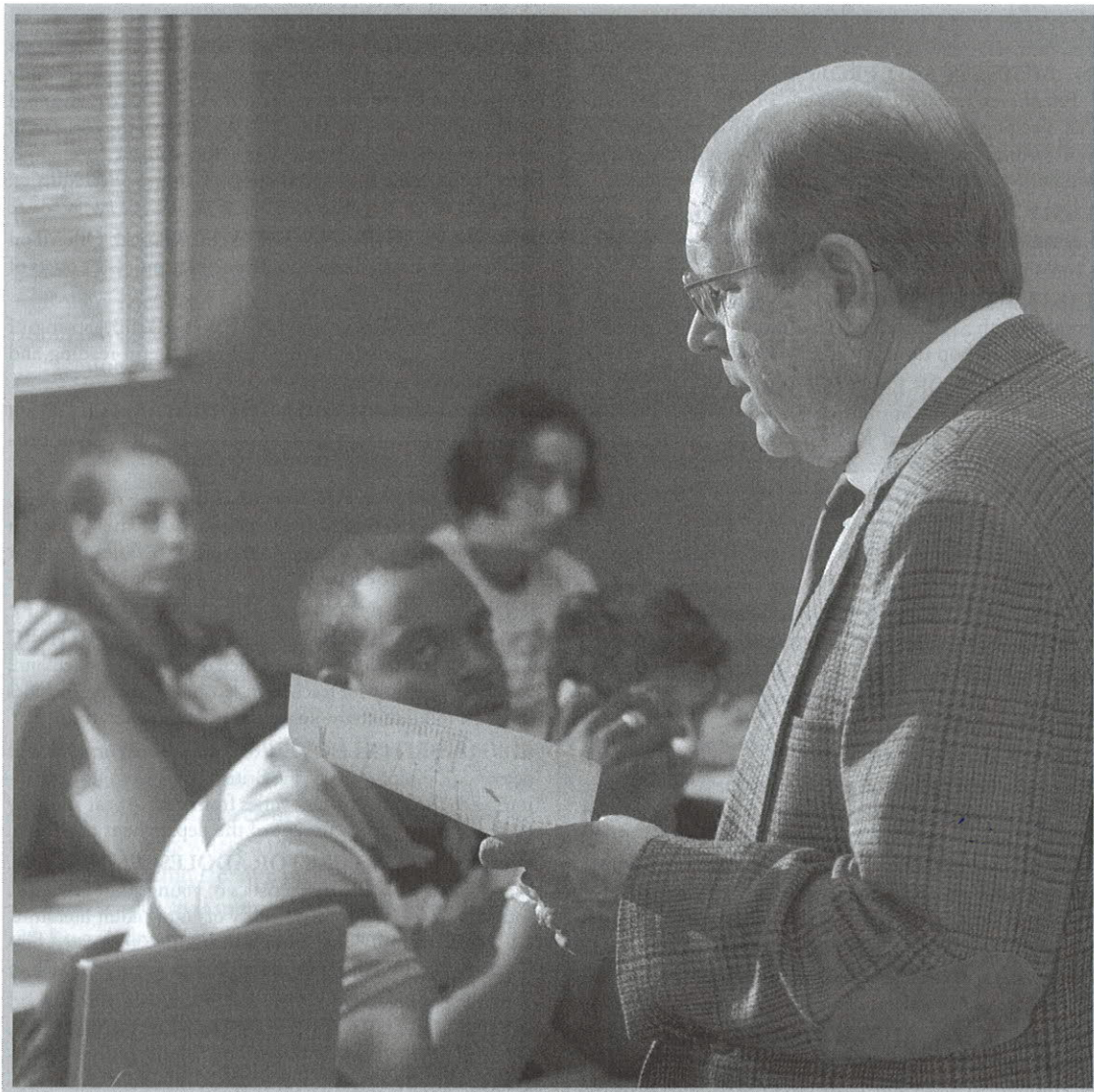
201. WORLD LITERATURE I. (3) Fall, Spring. Writers from ancient times through the Renaissance whose ideas are representative of concepts, movements, or creative expressions that have had significant impact upon western culture.

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

211. COMPOSITION II. (3) Fall, Spring. Builds on skills developed in Composition I with emphasis on critical reading, thinking, and writing. Research paper required. Prerequisite: ENG 111 or 113.

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

249. ENGLISH PROFICIENCY. (3) Fall, Spring, Summer. Intensive practice in writing for students who have major deficiencies in English grammar and composition.



Satisfies the institutional English proficiency requirement. Open only to juniors and seniors. Does not count toward the major or minor in English.

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

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

281. ADVANCED COMPOSITION. (3) Fall, Spring. Advanced development and polishing skills in writing, par-

ticularly expository and argumentative prose.

285. TECHNIQUES OF RESEARCH. (3) Summer. Students will learn the purpose of research and its value to various disciplines; will learn and practice finding appropriate sources of research for a given research question; and will learn research models to include identifying a research topic, narrowing the research question, conducting and writing a review of the literature on the topic/question selected, formulating hypotheses, developing the research design, collecting data, analyzing data, and drawing conclusions. Students will also learn to write in appropriate reporting formats. This course serves as the basis for the research internship. Prerequisites/corequisites: Junior standing, 2.75 min-

imum GPA, enrollment as a McNair Scholar. Course may be repeated for up to 6 hours credit.

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

312/512. WRITING POETRY. (3) Spring of odd years. Alternates with 313. Emphasizes the production of poetry in a workshop format.

313/513. WRITING FICTION. (3) Spring of even years. Alternates with 312. Emphasizes the production of prose fiction in a workshop format.

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

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

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

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

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

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

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

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

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

402/502. BRITISH ROMANTIC POETRY. (3) Summer. Offered on sufficient demand. The poetry of

Wordsworth, Coleridge, Keats, Shelley, and Byron.

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

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

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

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

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

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

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

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

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

425/525. LITERARY CRITICISM. (3) Fall. Offered on sufficient demand. Major critics and theory from Plato to post-structuralism, with emphasis on 20th-century developments.

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

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

DEPARTMENT OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

CHAIR: Ava M. Conley, M.A.

PROFESSOR:

Ava M. Conley, M.A.

ASSOCIATE PROFESSORS:

Noble T. Goss, Ph.D.

Joli G. Love, Ph.D.

Robert McCready, Dr. de l'Université

ASSISTANT PROFESSORS:

Fleming Bell, Ph.D.

Linda E. Moran, M.A.

Robbie Shackelford, M.Ed.

Associate Dean of Administrative Affairs at
HUF

INSTRUCTOR:

Michelle Watkins Coizman, M.Ed.

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

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

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

1. The Harding University in Florence program (HUF) in cooperation with International Programs offers a semester of Italian in Florence, Italy.
2. The Harding University in France/Switzerland program (HUFs) in cooperation with International Programs offers a semester of

French in French-speaking Europe.

3. The Harding University in Latin America program (HULA) in cooperation with International Programs offers a semester of Spanish in Viña del Mar, Chile.
4. The French Work/Study Tour is a summer program combining five to seven weeks of evangelistic campaigns with French language and culture study in the French-speaking countries of Europe.
5. The Latin American Work/Study Tour is a summer program combining four to five weeks of evangelistic campaigns with language and culture study in Venezuela or another Latin American country.

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

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

The Foreign Language program at Harding complies with nationally recognized guidelines for content of course offerings at the 100 and 200 levels. Due to the wide variety of language programs across the nation, prior to the granting of equivalency for Harding courses, transfer credit for 100- and 200-level courses must be validated by the validation system set forth in the foregoing paragraph or by a Harding equivalency test. Students with inadequate skills may be asked to repeat coursework in order to achieve adequate proficiency levels in order to continue in the program.

**BACHELOR OF ARTS DEGREE
FRENCH MAJOR (FREN)
(Non-Teacher Licensure)**

REQUIREMENTS	HOURS
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Liberal Arts:	48
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Six hours of global literacy are counted below in hours required for the major.

Major:	31
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Thirty-one hours in French, including 303, 304, 451 and 12 additional upper-level hours. Students planning to do graduate work in French are encouraged to take additional hours of upper-level courses in the language.

Minor:	18
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Electives:	23
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Remaining Bible:	8
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TOTAL HOURS	128
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Minor in French: 18 hours, including 6 upper-level hours.

**BACHELOR OF ARTS DEGREE
FRENCH MAJOR (FREC)
(Teacher Licensure)**

REQUIREMENTS	HOURS
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Liberal Arts:	48
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Six hours of global literacy are counted below in hours required for the major. EDFD 203 is required in place of PSY 201. POLS 205 must be taken.

Major:	31
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Required: FR 303, 304, 305 or 325, and 451. Three hours of literature from 271, 301, 401, 402, 432, 434, 435. Six hours of functional language skills from 101-102 or 103-104, 201, 202, 251, 304. Fifteen hours of electives chosen from 252, 413, 450, and remaining aforementioned courses. At least 19 of the 31 hours must be upper level. SEED 419 is also required.

Licensure:	32
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EDFD 202, 203, 311; SEED 314, 417, 419, 451, 480; SPED 418; HED 203.

Minor:	18
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Remaining Bible:	6
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(Bible is not required during the supervised teaching semester.)

TOTAL HOURS	135
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**BACHELOR OF ARTS DEGREE
SPANISH MAJOR (SPAN)
(Non-Teacher Licensure)**

REQUIREMENTS	HOURS
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Liberal Arts:	48
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Six hours of global literacy are counted below in hours required for the major.

Major:	31
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Thirty-one hours in Spanish, including 303, 451 and 15 additional upper-level hours, of which 6 must be 400 level. Students planning to do graduate work in Spanish are encouraged to take additional hours of upper-level courses in the language. In addition, Spanish majors must have at least one course in Latin America (311 or 315) and one course in Peninsular-based content (304, 401, 402, 435 or 436). This selection may apply to the 400-level hour requirement.

Minor:	18
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Electives:	23
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Remaining Bible:	8
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TOTAL HOURS	128
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Minor in Spanish: 18 hours, including 6 upper-level hours.

**BACHELOR OF ARTS DEGREE
SPANISH MAJOR (SPAC)
(Teacher Licensure)**

REQUIREMENTS	HOURS
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Liberal Arts:	48
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Six hours of global literacy are counted below in hours required for the major. EDFD 203 is required in place of PSY 201. POLS 205 must be taken.

Major:

Required: SPAN 303; 304, 315 or 325, and 451. Six hours of functional language skills from 101-102 or 103-104, 201, 202, 251, 304, 323. Three hours of literature from 271, 311, 401, 402, 435, 436. Fifteen hours of electives chosen from 252, 413, 450 and remaining aforementioned courses. At least 19 of the 31 hours must be upper level, of which at least 6 must be 400 level. In addition, Spanish majors must have at least one course in Latin America (311 or 315) and one course in Peninsular-based content (304, 401, 402, 435 or 436). This selection may apply to the 400-level hour requirement.

Licensure:

EDFD 202, 203, 311; SEED 314, 417, 419, 451, 480; SPED 418; HED 203.

Minor:

Remaining Bible:

(Bible is not required during the supervised teaching semester.)

TOTAL HOURS

31

32

18

6

135

FRENCH OR SPANISH AS A SECOND TEACHING FIELD

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

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

REQUIREMENTS

HOURS

Liberal Arts:

51

Student must take POLS 202 and ECON 201. The global literacy requirement is met by the foreign language required for the major.

Major:

41

Core Courses:

A foreign language (20 hours), including 6 upper-level hours.

Cross cultural communication (3 hours). One course from ANTH 250, BMIS 386.

World geography (3 hours). One course from GEOG 302, 303.

World politics/economics (3 hours). One course from POLS 300, 351, 410, ECON 420, IB 345, 395, 434.

Culture/civilization (3 hours). One course from HIST 209, 211, 213, 215, 415, 425, FR 305, 325, SPAN 315, 325.

Global issues (3 hours). SOCS 301 or POLS 352.

Study abroad (3 hours). INTS 310.

Individual senior project (3 hours). INTS 451.

Career Concentration:

21

Electives:

7

Remaining Bible:

8

TOTAL HOURS

128

CHINESE (CHIN)

098. CHINESE LANGUAGE AND CULTURE I. (3) Fall. Offered on sufficient demand and availability of staff. Designed for students with no background in Mandarin Chinese. Heritage students may not enroll for credit. An introduction background to oral and written communication, grammar and culture. Introduces at least 250 simplified characters. Pinyin text will facilitate speaking and pronunciation. Three class periods and one hour of lab per week.

099. CHINESE LANGUAGE AND CULTURE II. (3) Spring. Offered on sufficient demand and availability of staff. A continuation of CHIN 098. Heritage students may not enroll for credit. Students will review simplified characters and learn traditional characters, bringing the active vocabulary to at least 350 characters in simplified and traditional format. Pinyin text will facilitate speaking and pronunciation. Three class periods and one hour of lab per week. Prerequisite: CHIN 098 or equivalent.

FRENCH (FR)

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

101. ELEMENTARY FRENCH I. (4) Fall. Designed for students with little or no background in French. Oral and written communication, grammar, and culture. Five class periods per week. This course may not be taken for credit by a native speaker or if the student has received a C or better in FR 201 or FR 202 at Harding.

102. ELEMENTARY FRENCH II. (4) Spring. A continuation of 101. Prerequisite: 101 or equivalent. This course may not be taken for credit by a native speaker or if the student has received a C or better in FR 201 or FR 202 at Harding.

103. ACCELERATED ELEMENTARY FRENCH I. (3) Fall. Offered on sufficient demand. Designed for students with at least one year of high school French or its equivalent who have insufficient background to enroll in French 201. Oral and written communication, grammar and culture. Three class periods per week. This course may not be taken for credit by a native speaker or if the student has received a C or better in FR 201 or FR 202 at Harding.

104. ACCELERATED ELEMENTARY FRENCH II. (3) Spring. Offered on sufficient demand. A continuation of 103. Prerequisite: 103 or consent of department chair. This course may not be taken for credit by a native speaker or if the student has received a C or better in FR 201 or FR 202 at Harding.

201. INTERMEDIATE FRENCH I. (3) Fall. A review of grammar with continued emphasis on oral and written communication. Three class periods and one half-hour lab per week. Prerequisite: 102 or three years of high school French.

202. INTERMEDIATE FRENCH II. (3) Spring. A continuation of 201. Three class periods and one half-hour lab per week. 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 2 hours may be earned in FR 251 and 252. Prerequisite: 202 or consent of department chair.

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 2 hours may be earned in FR 251 and 252. Prerequisite: 102 or equivalent.

253. FRENCH CONVERSATION INTERNATIONAL EXPERIENCE. (1-2) Offered on sufficient demand. Practical situations for communication accompanied by daily interaction with native speakers. Offered only in a

French-speaking country.

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

301. INTRODUCTION TO FRENCH LITERATURE. (3) Fall of even years. Introduction to reading French, with methods and techniques to improve reading ability. Also major authors and their works from the Middle Ages to the 17th century. Prerequisite: 202 or equivalent.

303/503. ADVANCED GRAMMAR AND COMPOSITION. (3) Fall of odd years. Grammatical analysis and free composition to develop fluency and correctness in written French. Prerequisite: 202 or equivalent.

304/504. ADVANCED CONVERSATION AND PHONETICS. (3) Spring of odd years. A practical application of French with advanced conversation, literary analysis and phonetic review. Prerequisite: 202 or equivalent.

305/605. CONTEMPORARY FRENCH CIVILIZATION. (3) Fall of even years. A study of the *morés*, customs, government, and important personalities of present-day France. Prerequisite: 202 or equivalent.

325/625. REGIONAL LANGUAGE AND CULTURE. (3) Offered occasionally in the summer, upon sufficient demand, in a French-speaking country. Linguistic variations of the chosen region. An in-depth cultural study of the given country or of the given region within France with special attention to the contemporary period. May be repeated for credit in a different country or region. Prerequisite: 202 or equivalent.

401/501. FRENCH LITERATURE OF THE 18TH AND 19TH CENTURIES. (3) Spring of odd years. Representative writers and important literary movements of the 18th and 19th centuries. Prerequisite: 301 or consent of instructor.

402/502. FRENCH LITERATURE OF THE 20TH AND 21ST CENTURIES. (3) Fall of odd years. Outstanding writers of the 20th century and current literary trends in France. Prerequisite: Any 300 course or equivalent.

413/513. PROFESSIONAL FRENCH. (3) Spring of even years. A practical application of French conversation, writing and translation for a variety of professional fields, such as business, medicine and interpreting. Prerequisite: 303 or consent of instructor.

432/532. FRENCH CLASSICISM. (3) Offered on sufficient demand. A study of Corneille, Racine, Molière, Pascal, La Fontaine, and others. Prerequisite: Any 300 course or equivalent.

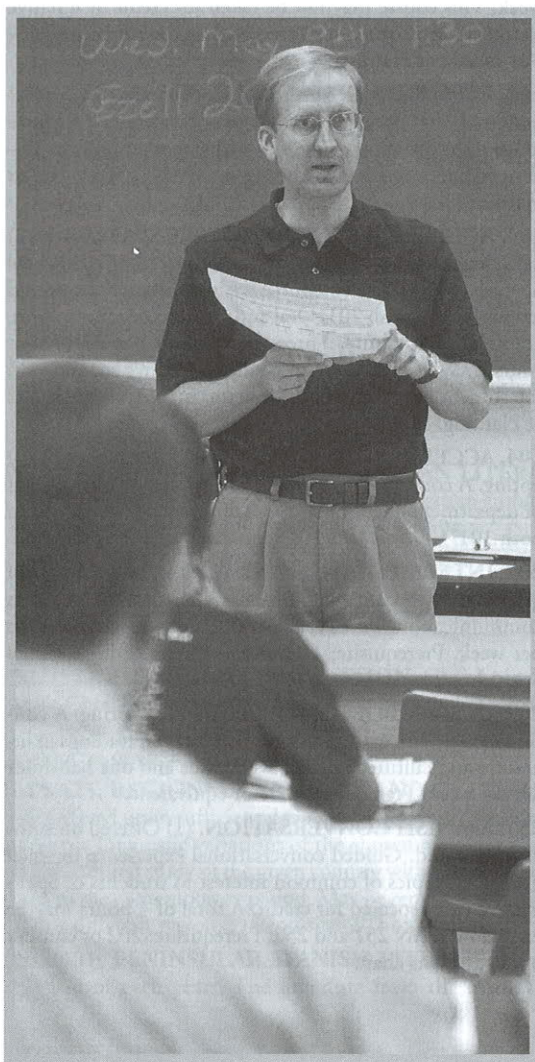
434/534. LITERATURE OF THE 19TH CENTURY. (3) Offered on sufficient demand. Representative writers and important literary movements of the 19th century. Prerequisite:

quisite: Any 300 course or equivalent.

435/535. LITERATURE OF THE 20TH CENTURY. (3) Offered on sufficient demand. Outstanding writers of the 20th century and current literary trends in France. Prerequisite: Any 300 course or equivalent.

450/650. INDEPENDENT STUDY. (1-3) Offered on demand. Individual study for qualified seniors and graduate students majoring in French. Prerequisite: Consent of the instructor and department chairman.

451. SENIOR SEMINAR. (1) Spring. A review of grammar, culture and literature with additional practice in advanced listening comprehension and extemporaneous speaking. Capstone course required of all graduating majors. A one-half hour oral proficiency interview will be part of the final exam for this course. A grade of C or higher is required to pass this course.



GERMAN (GER)

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

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

201. INTERMEDIATE GERMAN I. (3) Fall of odd years. Offered on sufficient demand. A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Three class periods and one half-hour lab per week. Prerequisite: 102 or two years of high school German.

202. INTERMEDIATE GERMAN II. (3) Spring of even years. Offered on sufficient demand. A continuation of 201. Three class periods and one half-hour lab per week. Prerequisite: 201 or equivalent.

ITALIAN (ITAL)

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

101. ELEMENTARY ITALIAN I. (4) Fall. Designed for students with little or no background in Italian. Oral and written communication, grammar, and culture. Five class periods per week. Also offered in HUF curriculum.

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

201. INTERMEDIATE ITALIAN I. (3) Offered on sufficient demand. A review of grammar with continued emphasis on oral and written communication. Readings in literature and culture. Three class periods and one half-hour lab per week. Prerequisite: 102 or two years of high school Italian.

202. INTERMEDIATE ITALIAN II. (3) A continuation of 201. Three class periods and one half-hour lab per week. Prerequisite: 201 or equivalent.

LATIN (LAT)

101. ELEMENTARY LATIN I. (4) Fall of odd years. Offered on sufficient demand. The rudiments of classical Latin, with concentration on grammar, vocabulary and syntax. Short selections from ancient authors lead to basic reading ability.

102. ELEMENTARY LATIN II. (4) Spring of even years. Offered on sufficient demand in sequence with 101. A continuation of the rudiments of classical Latin, with concentration on grammar, vocabulary and syntax. Prerequisite: 101 or equivalent.

271. SELECTED READINGS IN CULTURE AND

LITERATURE. (3) Offered on sufficient demand and availability of staff. A study of selected works relating to a cultural theme, a literary genre, or the works of selected authors. May be repeated with consent of department chair provided the content is different. Prerequisite: 102 or equivalent.

MODERN GREEK (MGRK)

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

PORTUGUESE (PORT)

100. PORTUGUESE FOR TRAVELERS. (2) Offered on sufficient demand and availability of staff. Elements of Portuguese for students with no background in the language, with emphasis given to oral communication in everyday situations.

RUSSIAN (RUSS)

101. ELEMENTARY RUSSIAN I. (4) Fall. Offered on sufficient demand and availability of staff. A beginning course designed for students with little or no background in Russian. Emphasis is given to oral and written communication, grammar, and culture. Five class periods per week.

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

201. INTERMEDIATE RUSSIAN I (3) Fall. Offered on sufficient demand and availability of staff. A review of grammar with continued emphasis on written and oral communication. Readings in literature and culture. Prerequisite: 102 or equivalent.

202. INTERMEDIATE RUSSIAN II. (3) Offered on sufficient demand and availability of staff. A continuation of 201. Prerequisite: 201 or equivalent.

251. RUSSIAN CONVERSATION. (1) Spring, Summer. Offered on sufficient demand and availability of staff. Guided conversational experience in small groups on topics of common interest to students of Russian. May be repeated for credit. A total of 4 hours may be earned in Russian 251 and 252. Prerequisite: 202 or equivalent.

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

325. REGIONAL LANGUAGE AND CULTURE. (3) Offered occasionally in the summer, upon sufficient demand, in Russia. Linguistic variations of a chosen region of Russia. An in-depth cultural study of the given region with special attention to the contemporary period. May be repeated for credit in a different region. Prerequisite: 202 or equivalent.

SPANISH (SPAN)

100. SPANISH FOR TRAVELERS. (2) Offered on sufficient demand. Elements of Spanish for students with no background in the language. Emphasis is given to oral communication in everyday situations.

101. ELEMENTARY SPANISH I. (4) Fall. Designed for students with no background in Spanish. Oral and written communication, grammar, and culture. Five class periods per week. This course may not be taken for credit by a native speaker or if the student has received a C or better in SPAN 201 or 202 at Harding.

102. ELEMENTARY SPANISH II. (4) Spring. A continuation of 101. Prerequisite: 101 or equivalent. This course may not be taken for credit by a native speaker or if the student has received a C or better in SPAN 201 or 202 at Harding.

103. ACCELERATED ELEMENTARY SPANISH I. (3) Fall. Designed for students with at least one year of high school Spanish or its equivalent who have insufficient background to enroll in Spanish 201. Oral and written communication, grammar and culture. Three class periods per week. This course may not be taken for credit by a native speaker or if the student has received a C or better in SPAN 201 or 202 at Harding.

104. ACCELERATED ELEMENTARY SPANISH II. (3) Spring. A continuation of 103. Prerequisite: 103 or consent of department chair. NOTE: Credit may not be earned in both 101/102 and 103/104 sequences.

201. INTERMEDIATE SPANISH I. (3) Fall. A review of grammar with continued emphasis on oral and written communication. Three class periods and one half-hour lab per week. Prerequisite: 102 or three years of high school Spanish.

202. INTERMEDIATE SPANISH II. (3) Spring. A continuation of 201 with additional emphasis on readings in literature and culture. Three class periods and one half-hour lab per week. Prerequisite: 201 or equivalent.

251. SPANISH CONVERSATION. (1) Offered on sufficient demand. Guided conversational experience in small groups on topics of common interest to students of Spanish. May be repeated for credit. A total of 4 hours may be earned in SPAN 251 and 252. Prerequisite: 202 or consent of department chair.

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 2 hours may be earned in SPAN 251 and 252. Prerequisite: 201 or consent of instructor.

253. SPANISH CONVERSATION- INTERNATIONAL EXPERIENCE. (1-2) Offered on sufficient demand. Practical situations for communication accompanied by daily interaction with native speakers. Offered only in a Spanish-speaking country.

271. SELECTED READINGS IN CULTURE AND LITERATURE. (3) Fall, Spring. A study of selected works relating to a cultural theme, a literary genre, or the literary works of selected authors. Prerequisite: 202 or equivalent.

281. ADOLESCENT NOVEL IN SPANISH. (3) Spring. A study of the novel for and about the adolescent. Specific novels may vary with each course offering and may include Latin American and/or Spanish authors. Prerequisites: 202 and 271 or 304 or 202H.

283. MEDICAL SPANISH. (3) Spring of odd years. Students will increase their vocabulary, practice grammar structures and read selections closely related to the health and medical professions. Highly recommended for students in any health-related major. Prerequisite: 202.

303/503. ADVANCED GRAMMAR. (3) Fall. Grammatical analysis and translation to Spanish to develop fluency and correctness in written Spanish. Prerequisite: 202 or equivalent.

304/504. ADVANCED SPANISH. (3) Spring of even years. An overview of Peninsular Spanish culture with an introduction to phonetics and Spanish world literature. Prerequisite: 202 or equivalent.

311/511. SURVEY OF LATIN AMERICAN LITERATURE. (3) Fall of odd years. Major Latin American authors and their works. Prerequisite: 202H, 271 or 304.

315/515. LATIN AMERICAN CIVILIZATION. (3) Fall of even years. A cultural survey of the Latin American nations with emphasis on the contemporary period. Prerequisite: 202 or equivalent.

323/523. ADVANCED COMPOSITION. (3) Fall of odd years. Compositions to achieve greater competence in Spanish. Review of grammatical structures and reinforcement and expansion of vocabulary. Prerequisite: 303/503.

325/625. REGIONAL LANGUAGE AND CULTURE. (3) Offered upon sufficient demand, in a Spanish-speaking country. Linguistic variations of the chosen region. An in-depth cultural study of the given country with special attention to the contemporary period. May be repeated for credit in a different region. Prerequisite: 202 or equivalent.

401/501. PENINSULAR SPANISH LITERATURE I. (3) Fall of even years. The literature from the medieval

times through the 17th century. Prerequisites: 304, 311, 315 or equivalent proficiency.

402/502. PENINSULAR SPANISH LITERATURE II. (3) Spring of odd years. The literature of Spain from the 18th century until the present. Prerequisites: 304, 311, 315 or equivalent proficiency.

413/513. PROFESSIONAL SPANISH. (3) Spring of even years. A practical application of Spanish with conversation, writing and translation for a variety of professional fields, such as business, medicine and interpreting. Prerequisite: 303 or consent of instructor.

435/535. LITERATURE OF THE 20TH CENTURY. (3) Fall of odd years. The essay and the novel with historical emphasis on the Generation of 1898 and critical emphasis on the prose of the 20th century. Prerequisites: 304, 311, 315, 401, 402 or equivalent proficiency.

436/536. 19TH AND 20TH CENTURY SPANISH DRAMA AND POETRY. (3) Spring of odd years. Alternates with 435/535. Representative writers of the period. Prerequisites: 304, 311, 315, 401, 402 or equivalent proficiency.

450/650. INDEPENDENT STUDY. (1-3) Offered on demand. Individual study for qualified seniors and graduate students majoring in Spanish. Prerequisite: Consent of the instructor and the department chairman.

451. SENIOR SEMINAR. (1) Spring. A review of grammar, culture and literature with additional practice in advanced listening comprehension and extemporaneous speaking. Capstone course required of all graduating majors. A one-half hour oral proficiency interview will be part of the final exam for this course. A grade of C or higher is required to pass this course.

INTERNATIONAL STUDIES (INST)

310/510. INDEPENDENT STUDY ABROAD. (3-12) MAJORS ONLY. Guided study in an approved foreign institution of higher learning. Before a student enrolls for the course, the chairman must approve the institution, living arrangements, the program of study, the specific courses for which credit at Harding will be granted, and the number of credit hours to be received. Upon completion of the program, the foreign institution must provide an evaluation of the student's performance. Prerequisite: Open only to students with sophomore to graduate standing who have completed the intermediate level of language study in the language of the host country or give proof of equal proficiency.

451. INDEPENDENT SENIOR PROJECT. (3) Guided readings or individual research for seniors majoring in International Studies. Prerequisite: Senior standing and approval of the proposed project by the department chairman.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

CHAIR: Kevin Klein, Ph.D.

PROFESSORS:

Mark Elrod, Ph.D.

Clifton L. Ganus, Jr., Ph.D.

Chancellor of the University

Paul D. Haynie, Ph.D.

Fred R. Jewell, Ed.D.

Thomas R. Statom, Ph.D.

ASSOCIATE PROFESSORS:

Julie E. Harris, Ph.D.

Kevin Klein, Ph.D.

ASSISTANT PROFESSORS:

Steven Breezeel, Ph.D.

Janet Fortner, M.A.

Lori Klein, M.P.A.

The mission of the Department of History and Social Science is to:

1. Teach students the concepts concerning the social forces and institutions which affect civilization;
2. Teach the fundamental principles underlying enlightened citizenship and a global perspective;
3. Prepare teachers for elementary and secondary schools;
4. Help students acquire a foundation for graduate study in history, political science, and social science;
5. Provide the preprofessional background and skills for the fields of law, government service, and other professions.

BACHELOR OF ARTS DEGREE HISTORY MAJOR (HIST)

REQUIREMENTS	HOURS
Liberal Arts:	42
Six hours of history are counted below in the hours required for the major.	
The global literacy requirement, also counted in the major, is met by the foreign language requirement.	

Major:	42
HIST 101, 102, 110, 111, 201, 461; SOCS 260; 21 additional upper-level hours in history.	
One Year of a Modern Foreign Language:	6-8
Minor:	18
Electives:	10-12
Remaining Bible:	6-8
HIST 340 satisfies the Bible requirement in the semester it is taken.	
TOTAL HOURS	128
Minor in History: 18 hours in history, including 6 upper-level hours.	

BACHELOR OF ARTS DEGREE LEGAL STUDIES MAJOR (LS)

REQUIREMENTS	HOURS
Liberal Arts:	54
Must include POLS 205 and HIST 101 or 102.	
Major:	65
BDOC 252 (2 hours); CJ 340, 342; COMM 412; COMO 210; ENG 281; LS 110; POLS 260, 264, 426, 435, 436, 445, 460, 461; 6 hours from BUS 315, 316, 317; 3 additional hours of American history from 101, 102 or 201; 15 hours of additional electives from the College of Arts and Humanities and the College of Sciences. Those highly recommended are CJ 343, 425; COMO 151, 171, 263; ENG 251, 252, 271, 272, 291; LS 451; POLS 304, 351, 353, 354.	
Electives:	3
Remaining Bible:	6
BDOC 355 (2 hours) and 2 additional hours from any BDOC are highly recommended.	
TOTAL HOURS	128

**BACHELOR OF ARTS DEGREE
POLITICAL SCIENCE MAJOR (PSC)**

REQUIREMENTS	HOURS
Liberal Arts:	45
POLS 205 is counted below in the hours required for the major. POLS 202 and SOCS 301, also counted in the major, satisfy global literacy.	
Major:	39
POLS 202, 205, 353, 426 or 445, 460, 461; 18 additional hours in political science; SOCS 301 or POLS 352.	
One Year of a Modern Foreign Language:	8
Minor:	18
Electives:	10
Remaining Bible:	8
TOTAL HOURS	128

Minor in Political Science: 18 hours in political science, including 6 upper-level hours.

**BACHELOR OF ARTS DEGREE
SOCIAL SCIENCE MAJOR (SSCT)
(Teacher Licensure)**

REQUIREMENTS	HOURS
Liberal Arts:	36
EDFD 203, required in place of PSY 201, is counted below in hours required for licensure. POLS 205 and 6 hours of history are counted below in the hours required for the major. POLS 202 and 3 of the geography hours counted in the major satisfy global literacy.	
Major:	57
ECON 201; GEOG 302 and 303; HIST 101, 102, 110, 111, 201; 3 hours from 209, 211, 213 or 215; 336; POLS 202, 205, 353; SOCS 260, 461; SOC 203; 9 additional hours, including 3 hours of American history, 3 hours of non-American history, and 3 additional hours from the other social sciences.	

Teacher Licensure: 32
EDFD 202, 203, 311; SEED 314, 417, 429, 451, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional teacher licensure information.

Remaining Bible: 6
Bible is not required during the supervised teaching semester.

TOTAL HOURS 131

Requirements for adding social studies as an additional area of licensure:

Adding social studies requires that the licensure candidate complete the following performance-based program of study: HIST 101, 102, 110, 111, 201, 336; POLS 205, 353, GEOG 302, 303. Six additional hours elected from economics, history, political science or sociology are required.

TOTAL HOURS 36

The candidate for licensure must also obtain minimum scores on the Praxis II examination. The candidate is also reminded that questions from macroeconomics, sociology and world history are included on the Praxis II examination.

**BACHELOR OF ARTS DEGREE
SOCIAL SCIENCE MAJOR (SOCS)
(Non-Teacher Licensure)**

REQUIREMENTS	HOURS
Liberal Arts:	39
POLS 205 and 6 hours of history are counted below in hours required for the major. POLS 202 and 3 geography hours, also counted below in the major, satisfy global literacy.	
Major:	60
ECON 201; GEOG 302 or 303; HIST 101, 102, 110, 111, 201; 3 hours from 209, 211, 213 or 215; POLS 202, 205, 353; SOCS 260, 461; SOC 203; 18 additional hours, including 9 hours of history (3 of which must be American) and 9 hours from the other social sciences.	

Electives:	21
Remaining Bible:	8
TOTAL HOURS	128

Minor in Social Science: 18 hours in history, political science, geography, economics, and social science, including 6 upper-level hours.

BACHELOR OF SCIENCE DEGREE PUBLIC ADMINISTRATION MAJOR (PUBA)

REQUIREMENTS HOURS

Liberal Arts: 51

POLS 205 is counted below in the hours required for the major.

Major: 66

ACCT 205, 206; BUS 315; BUS 316 or 317; ECON 201; MGT 332, 368; POLS 205, 304, 306, 353, 435, 436, 460, 461; 3 hours of COMO 210 or higher; 18 hours of electives, approved by the department chair, are to be selected from the College of Arts and Humanities, the College of Business Administration, and the College of Sciences with no more than 9 hours from the College of Business Administration.

Electives:	3
Remaining Bible:	8
TOTAL HOURS	128

GEOGRAPHY (GEOG)

302/502. REGIONAL GEOGRAPHY: EUROPE AND THE AMERICAS. (3) Fall. Survey of the physical characteristics, cultural traits, and economic development of each region.

303/503. REGIONAL GEOGRAPHY: AFRICA AND ASIA. (3) Spring. Survey of the physical characteristics, cultural traits, and economic development of each region.

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

HISTORY (HIST)

101. AMERICAN HISTORY TO 1877. (3) Fall, Spring, Summer. Survey of American history from discovery through Reconstruction.

102. AMERICAN HISTORY SINCE 1877. (3) Fall, Spring, Summer. Survey of American history from Recon-

struction to the present.

110. WESTERN CIVILIZATION TO 1500. (3) Fall, Spring, Summer. Survey of Western civilization from pre-history to the Renaissance.

111. WESTERN CIVILIZATION SINCE 1500. (3) Fall, Spring, Summer. Survey of Western civilization from the Renaissance to the present.

201. THE U.S. AND THE WORLD IN THE CONTEMPORARY AGE. (3) Spring. Survey of American and world history since 1945. Prerequisite: Completion of Liberal Arts history requirements.

209. HISTORY AND CULTURE OF AFRICA. (3) Spring of even years. The history and culture of Sub-Saharan Africa from the introduction of Islam to the modern era, with emphasis on the role of ethnicity, imperialism, and the challenges of modernity in shaping the region.

211. HISTORY AND CULTURE OF THE FAR EAST. (3) Fall of even years. The history and culture of the Far East from the founding of China to the modern era, with emphasis on the role of China and Japan in shaping the region, and the challenges of modernity.

213. HISTORY AND CULTURE OF THE MIDDLE EAST. (3) Spring of odd years. The history and culture of the Middle East from the birth of Islam to the modern era, with emphasis on the role of Islam in shaping the region, and challenges of modernity.

215. HISTORY AND CULTURE OF LATIN AMERICA. (3) Fall of odd years. The history and culture of Latin America from colonial times to the modern era, with emphasis on the role of Catholicism in shaping the region, independence movements, and the challenges of modernity.

251. THE CIVIL WAR. (3) Fall. Events leading to the Civil War in America; the war in its social, economic, and political contexts; military strategy; Reconstruction. Field trip to battle fields. Fee: See course fee schedule.

336/536. ARKANSAS HISTORY. (3) Spring. A survey of the history of Arkansas from the era of European exploration to the present. Required of all teachers certifying in the social sciences.

340. CHURCH HISTORY. (3) Fall, Spring. The history of the church from the close of the apostolic age to the Reformation.

360/560. HISTORY OF THE AMERICAN PRESIDENCY. (3) Summer. Offered on sufficient demand. The development of the American Presidency from the Constitution and Washington to the present, examining the origins of the two-party system, significant elections and growth of presidential power. Special attention will be given to the Presidents who shaped the Office of the President, and to their life histories, personalities, policies, and places in history.

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

370/570. COLONIAL AMERICA. (3) Spring of odd years. The history of America from its discovery to 1783.

375/575. ANCIENT CIVILIZATIONS I: EGYPT AND MESOPOTAMIA. (3) Fall of odd years. History and culture of Egypt and Mesopotamia.

377/577. ANCIENT CIVILIZATIONS II: THE CLASSICAL AGE. (3) Spring of even years. History and culture of Greece and Rome.

380/580. EARLY NATIONAL AMERICA, 1783-1850. (3) Fall of odd years. History of the United States from Independence to 1850.

385/585. MEDIEVAL EUROPE. (3) Fall of even years. The religious, political, social, economic, and cultural developments between the fall of Rome and the end of the Hundred Years War, including feudalism, early nationalism, and the Crusades.

395/595. RENAISSANCE AND REFORMATION, 1400-1648. (3) Fall of odd years. The political, social, economic, and cultural transitions from medieval to early modern European civilization.

400/500. EMERGENCE OF MODERN UNITED STATES, 1877-1920. (3) Spring of even years. History of the United States from Reconstruction through World War I.

402/502. UNITED STATES MILITARY HISTORY. (3) Fall of odd years. Military history of the United States from the American Revolution to the present.

405/505. ABSOLUTISM, CONSTITUTIONALISM, AND REVOLUTION: EUROPE, 1648-1815. (3) Fall of even years. Europe from the end of the Age of Religious Wars to the end of the Napoleonic Wars.

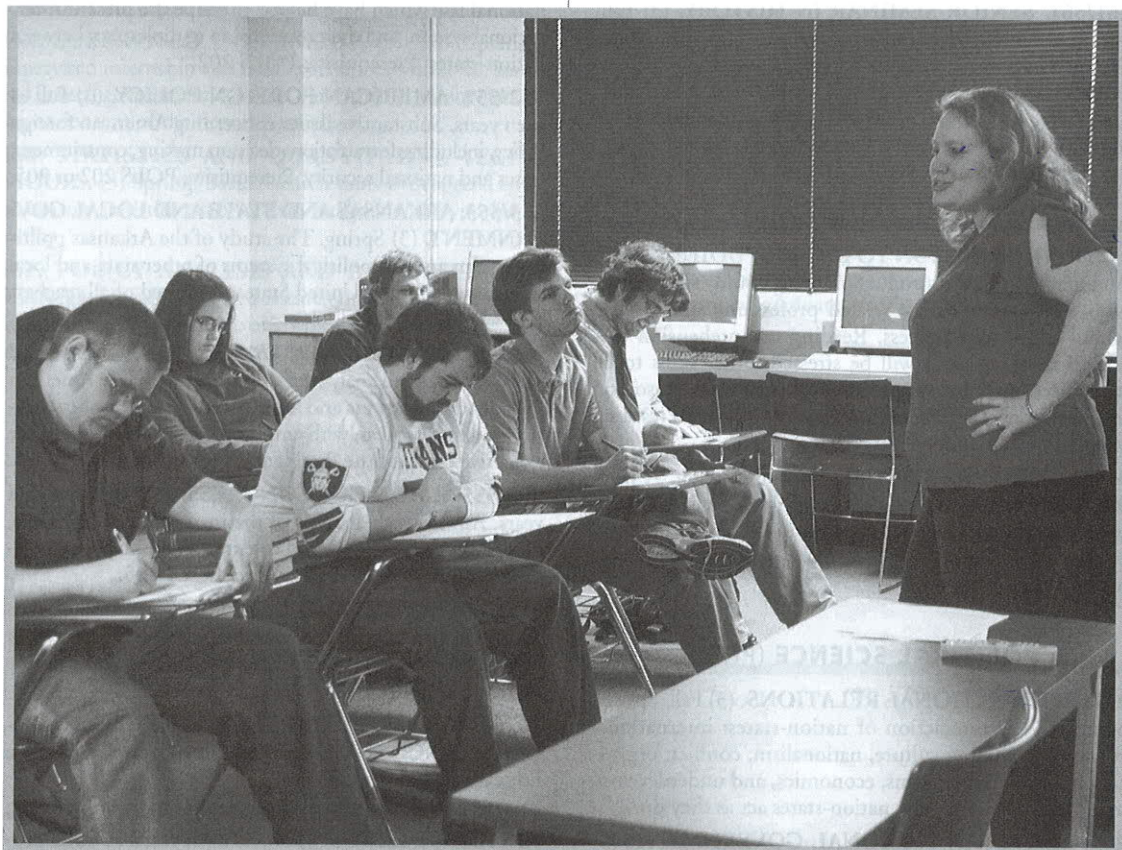
410/510. RECENT UNITED STATES HISTORY, 1920 TO THE PRESENT. (3) Fall of even years. Economic, political, and social history since 1920.

414/514. HISTORY OF THE SOUTH. (3) Fall of even years. Social, political, and economic development of both the Old and the New South, with special attention given to the forces that made the South unique.

415/515. EMERGENCE OF MODERN EUROPE, 1815-1920. (3) Spring of even years. The revolutionary impact of industrialization and the emergence of a new balance of power.

425/525. RECENT EUROPEAN HISTORY, 1920 TO THE PRESENT. (3) Spring of odd years. The triumph of fascist and communist regimes; World War II, the Cold War, and the collapse of communism.

426/526. WESTERN POLITICAL THOUGHT. (3) Fall



of even years. Origins and development of Western political philosophy from classical Greece to the present.

430/680. SPECIAL TOPICS IN U.S. HISTORY. (3) Offered on sufficient demand. Different special topics of interest in American history are offered, such as the History of the American Indian, the Suffrage Movement, Hollywood and History, World War II, and the Cold War.

435/690. SPECIAL TOPICS IN EUROPEAN HISTORY. (3) Offered on sufficient demand. Different special topics of interest in European history are offered, such as Revolutions, Women in Western Society, World War II, Great Britain and Russia.

445/545. AMERICAN POLITICAL THOUGHT. (3) Fall of odd years. Origins and development of American political ideas and institutions from pre-colonial times to the present. Prerequisite: POLS 205.

450/650. INDEPENDENT STUDY OR INTERNSHIP. (1-3) Offered on sufficient demand. Open to outstanding majors who wish to concentrate on historical scholarship not offered in the existing curriculum, or to engage in a supervised internship or practicum for field experience at a facility such as a museum or historical site. May be repeated for no more than 6 total hours credit by qualified students with consent of the department chair.

461/561. SENIOR SEMINAR IN HISTORY. (3) Fall, Spring. An intensive research and writing capstone seminar designed to prepare students for graduate study in history. Includes historiography, historical research and critical analysis. Prerequisite: SOCS 260 and senior or graduate standing with a major in history. Fee: See course fee schedule.

LEGAL STUDIES (LS)

110. INTRODUCTION TO LEGAL STUDIES. (3) Fall. An interdisciplinary introduction to legal study skills, along with an overview of law-related professions and the law school admissions process. Reading comprehension and critical thinking skills will be stressed; other skills to be introduced include interpretation of legal texts, reasoning from precedent, argumentation, legal writing, and research using print and online legal resources.

451. LEGAL PRACTICUM. (3) Fall, Spring. A legal practicum with legal professionals in the judicial system is offered to those students interested in law and other legal positions. Prerequisite: Senior standing or consent of department chair.

POLITICAL SCIENCE (POLS)

202. INTERNATIONAL RELATIONS. (3) Fall, Spring, Summer. The interaction of nation-states; international concepts, including culture, nationalism, conflict, organizations, law, nuclear arms, economics, and underdevelopment, with focus on why nation-states act as they do.

205. AMERICAN NATIONAL GOVERNMENT. (3)

Fall, Spring, Summer. The constitution, major institutions, civil rights, and the formal and informal aspects of political decision-making in the United States.

260. THE JUDICIAL PROCESS. (3) Spring. The judicial branches of national, state and local levels of government in terms of organization, officers, jurisdictions and decision-making; informal mechanisms of the court system, such as plea bargaining and civil settlements; basic legal research and citation style. Prerequisite: POLS 205.

300/500. POLITICAL SYSTEMS OF DEVELOPED NATION-STATES. (3) Fall of odd years. An analysis of the political processes and institutions of the political systems of major developed nation-states, utilizing contemporary methods in the field of comparative politics.

304/504. PUBLIC ADMINISTRATION. (3) Fall. Political influences and management principles of the public bureaucracy.

306/506. PUBLIC POLICY. (3) Spring of even years. Processes by which major American domestic public policies are formulated. The role of beliefs and values in the making of public policies. Comparative analysis of policy-making in different policy areas. Prerequisite: POLS 205.

351/551. INTERNATIONAL LAW AND DIPLOMACY. (3) Spring of odd years. An analysis of major cases in international law which have helped to shape the present international system, and their relationship to diplomacy between nation-states. Prerequisite: POLS 202.

352/552. AMERICAN FOREIGN POLICY. (3) Fall of even years. Substantive issues concerning American foreign policy, including formulation, decision making, containment, crises and national security. Prerequisite: POLS 202 or 205.

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 PRESIDENCY. (3) Fall of odd years. An in-depth analysis of the institution of the American Presidency, its powers and its role in the public policy decision-making process, with emphasis on the evolution of the executive office of the Presidency. Prerequisite: POLS 205.

355/555. AMERICAN CONGRESS. (3) Spring of odd years. An in-depth analysis of the institution of Congress, its structures, evolution and role in the public policy decision-making process. Prerequisite: POLS 205.

360/560. PARTIES AND ELECTIONS. (3) Fall of even years. Origins, organization and operations of American political parties in government and the electoral process. Prerequisite: POLS 205.

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

410/510. POLITICS AMONG DEVELOPING NATION-STATES. (3) Spring of even years. Political pro-

cesses and economic development of the underdeveloped nation-states of Africa, Asia, Latin and South America.

426/526. WESTERN POLITICAL THOUGHT. (3) Fall of even years. Origins and development of Western political philosophy from classical Greece to the present.

435/535. CONSTITUTIONAL LAW. (3) Spring. The role of the Supreme Court in the American political system. Principles of Constitutional interpretation. Landmark cases in our legal heritage. Contemporary Bill of Rights issues. Prerequisite: POLS 205.

436/536. ADMINISTRATIVE LAW. (3) Fall. The nature, formulation, implementation, and adjudication of administrative law with attention to the powers and limitations of regulatory agencies. Prerequisite: POLS 205.

445/545. AMERICAN POLITICAL THOUGHT. (3) Fall of odd years. Origins and development of American political ideas and institutions from pre-colonial times to the present. Prerequisite: POLS 205.

450/650. PROBLEMS IN POLITICAL SCIENCE. (1-3) Offered on sufficient demand. Open to outstanding political science majors who wish to concentrate, through research and special supervised reading, upon a particular problem, with a special emphasis on an introduction to graduate work in the field of political science. Prerequisite: consent of the department chair.

451. SUPERVISED INTERNSHIP. (3) Fall, Spring. Supervised internship and field experiences with local, state and federal government agencies. Prerequisite: Senior standing or consent of the department chair.

460. STATISTICS AND QUANTITATIVE TECHNIQUES. (3) Spring. Basic research tools with special emphases on statistics used in data analysis and hypothesis testing.

461. POLICY ANALYSIS AND ADVANCED RESEARCH. (3) Fall. Advanced research utilizing analytical statistical tools. A primary research project is required. Writing skills and research ethics are emphasized in this capstone

course for criminal justice, political science and public administration majors. Prerequisite: POLS 460. Fee: See course fee schedule.

SOCIAL SCIENCE (SOCS)

260. RESEARCH AND WRITING. (3) Fall, Spring. A supervised, practical introduction to research and writing in the social sciences. Requires the completion of projects which emphasize research techniques and effective communication. This course is a prerequisite for SOCS 461 and HIST 461.

301/501. GLOBAL ISSUES. (3) Fall of odd years. Basic social, economic, and political issues of major concern in the international community. Prerequisite: POLS 202.

350/550. FIELD WORK IN UNDERDEVELOPED COUNTRIES. (3) Summer. Faculty-supervised study and research in-residence in a selected underdeveloped country. Students will assist local missionaries in evangelism and humanitarian efforts while studying first-hand the political culture and institutions of the selected country. Emphasis will be placed on comparative political analysis as well as an analysis of the effects of missionary efforts on the culture and values of indigenous peoples. Includes one week of intensive training in the United States and three weeks of field work in the selected country. An activity fee and travel expenses in addition to tuition.

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

461/561. SENIOR SEMINAR IN THE SOCIAL SCIENCES. (3) Fall, Spring. An intensive analytical reading and research capstone seminar designed to prepare students for graduate study in the social sciences. Required of all American Studies and Social Science majors. Prerequisite: SOCS 260 and senior or graduate standing. Fee: See course fee schedule.

DEPARTMENT OF MUSIC

CHAIR: Arthur L. Shearin, D.M.A.

DISTINGUISHED PROFESSOR:

Jeffrey T. Hopper, Ph.D.

PROFESSORS:

J. Warren Casey, Ph.D.

Coordinator of Music Education

Patricia J. Cox, Ph.D.

Clifton L. Ganus III, D.M.A.

Director of Choral Activities

Arthur L. Shearin, D.M.A.

Director of Concert Choir

ASSOCIATE PROFESSOR:

Scott Carrell, D.M.A.

Coordinator of Piano Studies

ASSISTANT PROFESSORS:

Cynthia T. Carrell, D.M.A.

Michael Chance, M.M.

Director of Bands and Orchestra

Charles V. Hicks, M.S.E.

Director of Belles and Beaux and

Good News Singers

Kelly Neill, M.M.

INSTRUCTORS:

Laura Eads, M.M.

Lisbeth Jones, M.M.

The mission of the Department of Music is to provide a quality education in music within a Christian environment.

Departmental goals are to:

1. Prepare students for teaching careers and graduate study in music;
2. Provide applied instruction and performance opportunities;
3. Provide for the university community the enrichment afforded by musical experiences from a variety of styles and genres;
4. Prepare students for a well-rounded life in which professional music careers and Christian ethics are integrated.

BACHELOR OF ARTS DEGREE MUSIC MAJOR (MUS)

REQUIREMENTS

Liberal Arts:

HOURS

52

MUS 101 is waived.

Major:

43

Prerequisites: Satisfactory performance on the Theory, Keyboard and Principal Applied Performance Evaluations in order to earn music major status.

MUS 140 (4 hours), 171, 172, 271, 272, 311, 312, 313, 314, 330; PIA 111, 112, 211, 212 or 4 hours of equivalent piano; 6 semesters of principal applied study from 101/102/302; participation in primary ensemble each semester; recital and concert attendance.

Students must take piano every semester for credit until they pass the Piano Proficiency Examination.

Eight hours of ensemble credit may be applied toward this major.

Minor:

18

Electives:

7

Remaining Bible:

8

BMIN 320 is required.

TOTAL HOURS

128

Minor in Music: 18 hours, including: MUS 101, 171, 172; 2 hours of class or private piano; 6 approved upper-level hours; 2 semesters of primary ensemble participation (credit optional).

BACHELOR OF MUSIC EDUCATION DEGREE

INSTRUMENTAL MAJOR (MEI) (Teacher Licensure)

REQUIREMENTS

HOURS

Liberal Arts:

49

Students must take POLS 205. MUS 101 is waived. EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure.

Major:

Prerequisites: Satisfactory performance on the Theory, Keyboard and Principal Applied Performance Evaluations in order to earn music major status.

MUS 140 (4 hours), 171, 172, 215, 216, 217, 218, 271, 272, 311, 312, 313, 314, 330, 332, 371, 372, 403, 411; PIA 111, 112, 211, 212 or 4 hours of equivalent piano; principal applied instrument every semester until the supervised teaching semester, including 4 semesters of 102 and 3 semesters of 302.

BMIN 320 is required.

Wind and percussion players must participate in band every semester; string players must participate in orchestra every semester; two semesters in a choral ensemble; recital and concert attendance. Students must take piano every semester for credit until they pass the Piano Proficiency Examination. They must also present a public, department-sponsored half-recital.

Licensure:

EDFD 202, 203, 311; SEED 314, 417, 426, 461, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.

An endorsement in vocal may be earned by completing 6 hours of voice/vocal pedagogy and two additional semesters in a choral ensemble.

Remaining Bible:

Bible is not required during the supervised teaching semester.

TOTAL HOURS

58

BACHELOR OF MUSIC EDUCATION
DEGREE
VOCAL MAJOR (MEVC)

(Teacher Licensure)

REQUIREMENTS
HOURS
Liberal Arts:

49

Students must take POLS 205. MUS 101 is waived. EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure.

Major:

58

Prerequisites: Satisfactory performance on the Theory, Keyboard and Principal Applied Performance Evaluations in order to earn music major status.

MUS 140 (4 hours), 171, 172, 260, 271, 272, 306, 311, 312, 313, 314, 330, 331, 371, 372, 403; PIA 111, 112, 211, 212 or 4 hours of equivalent piano; applied voice every semester until the supervised teaching semester, including 4 semesters of 102 and 3 semesters of 302; GUI 101 or 111.

BMIN 320 is required.

Participation in a choral ensemble every semester; recital and concert attendance.

Students must take piano every semester for credit until they pass the Piano Proficiency Examination. They must also present a public, department-sponsored half-recital.

Licensure:

32

EDFD 202, 203, 311; SEED 314, 417, 426, 461, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.

An endorsement in instrumental may be earned by completing 6 hours of principal applied instrument, 4 hours of 215-218 and four semesters of a primary instrumental ensemble.

Remaining Bible:

6

Bible is not required during the supervised teaching semester.

TOTAL HOURS

145

MUSIC (MUS)

101. MUSIC APPRECIATION. (2) Fall, Spring, Summer. The role of music in world cultures, with attention given to correlative developments in other arts. Does not count toward any music degree.

130-139. PARTICIPATION IN MUSIC ENSEMBLE. (0-1) Fall, Spring. Participation in music ensembles is open by audition to majors and non-majors. No more than four hours of credit by such participation will apply toward the minimum number of hours required for any degree. These courses are: 130 GOOD NEWS SINGERS, 131 CHORUS, 132 CONCERT CHOIR, 133 BAND, 134 BELLES AND BEAUX, 135 CHAMBER ENSEMBLE, 136 STRING QUARTET, 137 CHAMBER SINGERS, 138 ORCHESTRA, and 139 JAZZ BAND.

140. MUSIC FORUM. (1 per year) Fall, Spring. A weekly seminar and recital period designed for music majors, although non-majors may enroll. Focuses on musical issues not ordinarily considered in regular curricular offerings. Credit for year-long participation is ordinarily granted in the spring semester. Register for zero credit in the fall semester and for one credit in the spring semester.

171-172. THEORY AND EAR TRAINING I AND II. (4, 4) Fall, Spring. Fundamentals of part writing, organizational patterns, forms, music reading, and aural exercises utilizing traditional classroom instruction and computer laboratory applications. Meets five hours per week. Minimum grade of "C" required for advancement within the theory sequence. Prerequisite: Passing score on the Theory Entrance Examination.

215, 216, 217, 218. CLASS BRASS, STRINGS, PERCUSSION, WOODWINDS. (1, 1, 1, 1) Fall, Spring, Fall, Spring. Class instruction in the playing of band and orchestral instruments. Percussion and woodwinds will be taught in 2007-08; strings and brass will be taught in 2008-09. May be waived if proficiency is demonstrated.

260. DICTION FOR SINGERS. (2) Fall of odd years. The International Phonetic Alphabet and techniques of singing in Latin, Italian, German, and French.

261-262. ACCOMPANYING PRACTICUM. (1, 1) Fall, Spring. A directed experience designed primarily for students whose principal performance area is piano. Supervision is given for accompaniment of private lessons and ensembles.

271-272. THEORY AND EAR TRAINING III AND IV. (4, 4). Fall, Spring. Intermediate part writing, organizational patterns, forms, music reading and aural exercises, with continued emphasis on music technology. Meets five hours per week. Minimum grade of "C" required for advancement within the theory sequence. Prerequisite: 172.

273. PRIVATE COMPOSITION. (1) Private study in composition. Offered on demand for qualified students. May be repeated. Prerequisite: Consent of instructor. Fee: See course fee schedule.



304. PIANO PEDAGOGY AND REPERTORY. (3) Offered on sufficient demand. Study of teaching techniques and survey of standard literature for the piano.

305. STRING PEDAGOGY AND REPERTORY. (3) Offered on sufficient demand. Study of teaching techniques and survey of standard literature for strings.

306. VOCAL PEDAGOGY. (2) Fall of even years. Applied voice teaching techniques for individuals, small ensembles, and large ensembles.

311. MUSIC—ANTIQUITY THROUGH RENAISSANCE. (3) Fall. A historical survey of early music, with emphases on literature, analysis, and the place of music in world cultures.

312. MUSIC—BAROQUE AND CLASSICAL. (3) Spring. Music history, literature, analysis, and culture of the Baroque and Classical eras.

313. MUSIC—ROMANTIC AND POST-ROMANTIC. (3) Fall. Manifestations of the Romantic spirit during the nineteenth century and into the period of the world wars.

314. MUSIC—THE MODERN ERA. (3) Spring. Music of the twentieth and twenty-first centuries, with emphasis on societal changes, technological advancements, and global cultures.

316. MUSIC METHODS FOR TEACHERS (P-8). (2) Fall, Spring, Summer. Methods and materials for general

music instruction by teachers in grades P-8. Registration is limited to elementary education majors; music majors must take 403. Prerequisite: MUS 101 is recommended.

330. CONDUCTING. (1) Fall. Beginning conducting techniques for all types of music ensembles. Emphasis on fundamental beat patterns and non-verbal communication. Meets two hours per week. Subscription to *The Choral Journal* or *The Instrumentalist* is required. Prerequisite: 272.

331. CHORAL CONDUCTING. (2) Spring. Conducting techniques for school choruses, including rehearsal procedures, musical interpretation, repertory, program building, and voice classification. Prerequisite: 330.

332. INSTRUMENTAL CONDUCTING. (2) Spring. Advanced instrumental conducting techniques and rehearsal procedures for junior high and high school instrumental ensembles. Prerequisite: 330.

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

371. ADVANCED THEORY. (2) Spring. Advanced studies in theory focusing on form, composition, choral arranging, and technology applications. Minimum grade of "C" required for advancement in the theory sequence. Prerequisite: 272.

372. ORCHESTRATION. (2) Fall. Scoring for small and large ensembles using software applications for score preparation and performance. Minimum grade of "C" required for advancement in the theory sequence. Prerequisite: 272.

403. METHODS FOR MUSIC TEACHERS (P-8). (3) Fall. Curricula, methods, materials and technologies for music teachers of preschoolers and early adolescents; various teaching approaches, including Orff, Kodaly, Dalcroze, and eclectic; trends in P-8 music education. Student membership in MENC required.

411. INSTRUMENTAL LITERATURE AND TECHNIQUES. (1) Fall of odd years. Senior seminar with emphasis on band and orchestra literature and techniques in secondary schools, and marching band drill-writing techniques. Prerequisite: 215-218 and 332.

450/650. INDEPENDENT STUDY. (1-3) Offered on sufficient demand. Independent study on selected topics in music. Prerequisite: Consent of the instructor and department chairman.

APPLIED MUSIC

(BRS, GUI, PERC, PIA, STR, VOI, WWND)

Private applied instruction is offered in brass, guitar, percussion, piano, strings, voice and woodwinds.

Class instruction is offered in guitar and piano. Course prefixes and names are assigned according to the general nature of instruction, e.g. BRS (brass) and PIA (piano).

The Music Department restricts applied enrollment by issuing CRNs through the music office only.

For private study, students may opt for 0 or 1 credit hours and pay the corresponding tuition.

Course fees are charged for private and class instruction. These fees are listed in the Course Fee Schedule of the catalog. They normally are non-refundable after the last day to enroll; refunds must be approved by the department chair.

Students are expected to attend all lessons and rehearsals and to engage in extensive lesson preparation. In addition to lesson and practice activities, all applied students, regardless of major, must attend and perform on the weekly departmental Studio Hour. They are also required to perform on jury examinations every semester except those in which they have performed a solo recital.

GUI 111-112. CLASS GUITAR. (1, 1) Fall, Spring. Group instruction in the fundamentals of guitar reading and playing. Fee: See course fee schedule.

PIA 111-112. CLASS PIANO I AND II. (1, 1) Fall, Spring. Group instruction in the fundamentals of keyboard reading and playing. Fee: See course fee schedule.

PIA 211-212. CLASS PIANO III AND IV. (1, 1) Fall, Spring. Group instruction in keyboard reading and playing, culminating in completion of the Piano Proficiency Examination. Prerequisite: PIA 111-112 or equivalent competency. Fee: See course fee schedule.

VOI 111. CLASS VOICE. (1) Offered on sufficient demand. Group instruction for beginning voice students emphasizing vocal techniques, methods, and physiology. Students who pass VOI 111 should proceed to take VOI 101 or 102. Fee: See course fee schedule.

100, 101, 102, 301, 302. PRIVATE LESSONS. (0-1) Fall, Spring. Private instruction in applied brass, guitar, percussion, piano, strings, voice and woodwinds as specified by prefix. 100 denotes weekly 30-minute lessons for no credit. 101 is lower-level study consisting of weekly 30-minute lessons for 1 credit. 102 is lower-level study consisting of weekly 60-minute lessons for 1 credit. 302 is upper-level study consisting of weekly 60-minute lessons for 1 credit.

College of Bible and Religion

DEAN: Bruce McLarty, M.Th.

PROFESSORS:

Thomas C. Alexander, Ph.D.
 Eddie Cloer, D.Min.
 Ross Cochran, Ph.D.
 John Fortner, Ph.D.
 Dale Manor, Ph.D.
 Carl G. Mitchell, Ph.D.
 Lewis L. Moore, Ph.D.

Chair of Marriage and Family Therapy

Edward P. Myers, D.Min., Ph.D.
 Kenneth V. Neller, Ph.D.
 Howard Norton, Ph.D., Assistant Dean
 Paul Pollard, Ph.D.
 Sherry Pollard, Ed.D.
 William Richardson, D.Min.

Director of Master of Ministry

Duane Warden, Ph.D.
 Flavil Yeakley, Ph.D.

Director of Center for Church Growth

ASSOCIATE PROFESSORS:

Jerry Bowling, Ph.D.
 Joe Brumfield, Ed.D.
 Monte Cox, Ph.D., Associate Dean
 Director of Center for World Missions
 G. Scot Crenshaw, Ph.D.
 Adrian Hickmon, Ph.D.
 Mike Ireland, D.Min.
 Vann Rackley, Ph.D.
 Daniel Stockstill, Ph.D., Assistant Dean
 Philip Thompson, D.Min.
 Randy Willingham, D.Min.

ASSISTANT PROFESSORS:

Scott E. Adair, M.Div.
 Andrew Baker, M.A.
 James S. Bury, M.R.E.
 Shawn Z. Daggett, M.Th.
 R. Allen Diles, Th.D.
 Bruce McLarty, M.Th.
 Justin Moore, Ph.D.
 Keith D. Stanglin, Th.D.

INSTRUCTOR:

Nathan Guy, M.Phil.

MISSIONARIES IN RESIDENCE:

Marvin Crowson, B.A. (Domestic)
 Gordon Hogan (International)
 O'Neal Tankersley, B.A. (International)

ASSISTING FROM OTHER COLLEGES:

Gary Elliott, Ph.D.
 Cliff Ganus III, D.M.A.
 Milo Hadwin, D.Min.
 Paul Haynie, Ph.D.

The College of Bible and Religion serves a central and unique function at Harding University. On a campus where the goal of education is to lead to an understanding and philosophy of life consistent with Christian ideals, the study of the Bible is at the heart of all academic disciplines. Consequently, every student takes a class in the College of Bible and Religion each semester. Whatever one's major, the study of the Bible provides vital foundational training for becoming and growing as a Christian servant. The mission of the College of Bible and Religion is to equip all students with knowledge of the Bible in order that their lives may be firmly founded upon a personal Christian faith. Such faith must include a thorough integration of Biblical truth and life-experience, regardless of major. In addition, the College provides foundational education for those who seek to enter full-time church ministry. In order to accomplish this mission, the College is committed to:

1. Awaken and deepen students' faith in God, and in the Bible as the revelation of His will;
2. Motivate students to study the Bible within a context of sound interpretation;
3. Train and motivate students for service in the local church, for Christian living, and for communicating their faith to others;
4. Teach students to think clearly and deeply about life and the implications of the Christian faith, so that they might formulate a well-rounded philosophy of life with clearly defined purposes, values, and goals;
5. Provide students multiple opportunities for meaningful experience in the development of Christian character while on campus;

6. Teach Greek, Hebrew, and other skills necessary for primary Biblical exegesis;
7. Train students for service in ministry settings, including preaching, missions, religious education, youth ministry, teaching the Bible in an academic setting, and vocational ministry.

Bible major transfer policies: Students who transfer from other colleges or universities and who major in Bible are required to take 10 upper-level hours in Bible at Harding. Six of these must be in the Old and New Testament divisions and the remaining four distributed according to the recommendation of the dean.

Schools of preaching: Graduates from two-year schools of preaching who enter Harding may apply for up to 40 hours of credit in Bible, biblical languages, and missions courses. The procedure is to (1) Enroll at Harding; (2) Submit a transcript to the associate dean of the College of Bible and Religion; and (3) Present a letter of request to the associate dean, who then determines the validation process. There is a \$10 recording fee for each course accepted. Students who transfer from such schools will be regulated by the following policy in pursuing a baccalaureate degree:

1. The associate dean of the College of Bible and Religion directs the validation procedure and sends to the registrar a list of the courses, with hours of credit earned, that he has approved for validation.
2. A course in which a "C" has been earned must be validated by earning at least a "C" on a test at Harding. Courses in which a "D" was earned cannot be validated.
3. Students must meet the 32-hour residence requirement and the requirement that 23 of the last 32 hours required for the degree be completed at Harding.
4. Students who have already earned a degree from Harding must complete an additional 18 hours for a degree in Bible.
5. Students must take 10 upper-level hours in Bible as stipulated by the dean. Depending upon the number of hours transferred and/or validated, many more hours may be required.
6. Students must complete all of the requirements for a B.A., B.Min. or B.Th. degree in Bible.

BIBLE AND RELIGION CORE*

All first majors in the College of Bible and Religion share a uniform core of classes that serve as foundational to all future ministry pursuits. The purpose of the core is to equip all majors with basic tools and knowledge for ministry. The College of Bible and Religion core consists of:

Courses	Hours	Credit
BOLD 101		2
BNEW 112		2
BDOC 252		2
BRES 260		2
GRK 171		4
GRK 172		4
GRK 271		3
BYFE 338		2
BOLD 402		3
BNEW 410		3
BMIN 423		3
Total		30

*The core does not apply to Vocational Ministry Second Majors or SBS BMIN.

SPECIAL NOTES FOR MAJORS IN THE COLLEGE OF BIBLE AND RELIGION

1. Hours in Bible required as part of the Liberal Arts component of the degree are included in the respective majors in the College of Bible and Religion.
2. Majors are strongly encouraged to take BMIS 386 for 3 hours as part of the global literacy requirements of the Liberal Arts component of the degree.
3. Majors are encouraged to take courses in the College of Bible and Religion with variable credit for 2 hours so that more courses may be taken unless required otherwise by the program of study.
4. Greek courses may satisfy the equivalent textual study in the BNEW division:
 - GRK 271 for BNEW 311
 - GRK 370 for BNEW 312
 - GRK 374 for BNEW 314
 - GRK 376 for BNEW 316
5. In unusual cases requiring the consent of the dean, Hebrew may be substituted for the Greek requirement.

6. Unless an additional Bible major is sought, only 12 hours above the minimum for the major can be applied toward the 128 hours for graduation, though students may elect to take more than these 12 hours.

BACHELOR OF ARTS DEGREE BIBLE AND RELIGION MAJOR (BIB)

REQUIREMENTS	HOURS
Liberal Arts:	46
Major:	62

Core requirements (30 hours)

Bible and Religion Requirements
(32 hours):

Area	Courses
BHIS	340 or 341
BMIN	325, 420 and one of the following: 324, 425, or 326
Text	Three additional BOLD and BNEW courses — at least one from each division
Seminars	BOLD 409; BNEW 419; two of the following: BMIN 429, BHIS 449, BDOC 459, BMIS 489.
Other	BHIS 344 or BDOC 353; and BMIN 321 or BYFE 330

Electives:	20
TOTAL HOURS	128

Minor in Bible and Religion: 18 hours; 10 hours text with at least one two-hour course from each division (BOLD and BNEW), 2 two-hour courses from BDOC and/or BHIS, and 2 two-hour courses from BMIN and/or BYFE.

BACHELOR OF ARTS DEGREE BIBLE AND RELIGION FOR WOMEN MAJOR (BIBW)

REQUIREMENTS	HOURS
Liberal Arts:	46
Major:	60

Core requirements (30 hours)

Bible and Religion Requirements
(30 hours):

Area	Courses
BHIS	341 and 340 or 344
BMIN	321, 329 and 421
BMIS	381
BYFE	330 and 331 or 332
Text	Four additional BOLD or BNEW courses — at least one from each division
Seminars	Two of the following: BOLD 409, BNEW 419, BMIN 429, BHIS 449, BDOC 459, BMIS 489

Electives:	22
TOTAL HOURS	128

BACHELOR OF ARTS DEGREE BIBLICAL LANGUAGES MAJOR (BIBL)

REQUIREMENTS	HOURS
Liberal Arts:	46
Major:	61

Core requirements (30 hours)

Biblical Language Requirements
(31 hours):

Area	Courses
BMIN	325
Language	HEB 176, 177; GRK 272; three of the following: GRK 370, 371, 374, 376 or HEB 275
Seminars	Two of the following: BOLD 409, BNEW 419, BMIN 429, BHIS 449, BDOC 459, BMIS 489
Other	One of the following: BHIS 341, BMIN 321 or BYFE 330

Electives:	21
TOTAL HOURS	128

Minor in Ancient Languages: An interdisciplinary minor offered by the colleges of Bible and Religion and Arts and Humanities. Minimum of 22 hours, including 6 upper-level hours and at least two languages from among Greek, Hebrew and Latin. A minimum of 2 semesters of a language is required for each language applying to the minor.

Minor in Biblical Languages: 22 hours of Greek and Hebrew, including GRK 171, 172; HEB 176, 177, and at least 6 upper-level hours.

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

BACHELOR OF ARTS DEGREE CHRISTIAN EDUCATION (CHED)

REQUIREMENTS	HOURS
Liberal Arts:	46
Major:	58
Core requirements (30 hours)	
Christian Education Requirements (28 hours):	
Area Courses	
BMIN 321, 325, 420 and 322 or 424	
Text One upper-level BOLD or BNEW course	
BYFE 330, 331, 333, 335	
BRES 362 (2 hours)	
Seminars Two of the following: BOLD 409, BNEW 419, BMIN 429, BHIS 449, BDOC 459, BMIS 489	
Electives:	24
TOTAL HOURS	128

Minor in Children's Ministry: 18 hours, including 8 hours text with at least one two-hour course from each division (BOLD and BNEW), COMT 207, COMM 177, BYFE 330, BYFE 331, and BYFE 336.

Minor in Christian Education: 18 hours, including 8 hours text with at least one two-hour course from each division (BOLD and BNEW), BYFE 330, BYFE 332, BYFE 335, BYFE 233, and EDFD 203.

BACHELOR OF ARTS DEGREE MISSIONS MAJOR (MSN)

REQUIREMENTS	HOURS
Liberal Arts:	46
Major:	57
Core requirements (30 hours)	
Missions Requirements (27 hours):	
Area Courses	
BHIS 345	
BMIN 325 (or 329 for women)	
BMIS 381, 386, 481 and one of the following: BMIS 382, 384, 385 or NURS 413	
Text 213 and 211 or 317	
Seminars Two of the following: BOLD 409, BNEW 419, BMIN 429, BHIS 449, BDOC 459, BMIS 489	
Other BMIN 321 or BYFE 330 and BHIS 340 or BDOC 356	
Electives:	25
TOTAL HOURS	128

Minor in Missions: 18 hours, including 8 hours text with at least one two-hour course from each division (BOLD and BNEW), 7 hours from BMIS that includes BMIS 386, and BHIS 345 (3 hours).

Minor in Medical Missions: 18 hours, including 8 hours text with at least one two-hour course from each division (BOLD and BNEW), BMIS 386, 387, an additional BMIS course and NURS 413.

**BACHELOR OF ARTS DEGREE
PREACHING MAJOR (PRCH)**

REQUIREMENTS	HOURS
Liberal Arts:	46
Major:	61
Core requirements (30 hours)	
Preaching Requirements (31 hours):	
Area Courses	
BMIN 226, 325, 326, 420, 426 and 428	
Text One additional course from BNEW and one additional course from BOLD	
Seminars Two of the following: BOLD 409, BNEW 419, BMIN 429, BHIS 449, BDOC 459, BMIS 489	
Other Two of the following: BMIN 321, 324 or 425, or BYFE 330	

Electives: 21
TOTAL HOURS 128

Minor in Preaching: 18 hours, including 8 hours text with at least one two-hour course from each division (BOLD and BNEW), BMIN 324 or 425, BMIN 325, BMIN 326 or BMIN 426, and BMIN 428.

Minor in Christian Communication for Women: 18 hours, including 8 hours text with at least one two-hour course from each division (BOLD and BNEW), BMIN 324 or 425, 329, 421, and 428.

**BACHELOR OF ARTS DEGREE
YOUTH AND FAMILY MINISTRY (YMIN)**

REQUIREMENTS	HOURS
Liberal Arts:	46
MATH 200 is the recommended math course for this major.	
Major:	60
Core requirements (30 hours)	

Youth and Family Requirements
(30 hours):

Area	Courses
BHIS	2 hours with 340 or 345 recommended
BMIN	321, 325 (or 329 for women)
BMIS	381 or 386
Text	2 hours from BOLD or BNEW courses with BNEW 211 or 317 recommended
BYFE	233, 330, 332, 333, and 433
Seminars	BOLD 409 or BNEW 419; and one additional of the following: BMIN 429, BHIS 449, BDOC 459, BMIS 489
Other	PSY 240

Electives: 22
TOTAL HOURS 128

Minor in Youth Ministry (for non-Bible majors): 18 hours, including 8 hours text with at least one two-hour course from each division (BOLD and BNEW), 2 hours from BMIN and/or BYFE, and BYFE 332, 333.

Minors in Communication and Psychology: Special minors in communication and psychology have been structured for Bible majors. See the Department of Communication and the Department of Behavioral Sciences for these minors.

NOTE: Youth and Family Ministry majors who intend to add the minor in counseling for Bible majors offered by the Psychology Department should be aware that the major requires one of the courses named in this minor. Since "a course used in a student's major cannot be used in the minor," Youth and Family majors will need to take an additional three-hour psychology course to fulfill the minor.

VOCATIONAL MINISTRY MAJOR (VOCM)**(Second Major Only)**

REQUIREMENTS		HOURS
Liberal Arts:		46
Major:		33
Area	Courses	
BDOC	252 (3 hours)	
BMIN	420 (V)	
Text	BOLD 101; BNEW 112; 6 additional hours of BOLD and BNEW courses	
BRES	261	
Other	11 additional hours from BMIN, BYFE, and BMIS (at least 2 hours from each division); one additional course from BDOC or BHIS; 2 hours of electives from BDOC, BMIN, BMIS, BNEW, BOLD or BYFE	
Second Major:		48
A second major is required in a field other than Bible. Because of this, a minor is not required. Forty-eight hours is an estimate based upon the average number of hours required for a major within the University. For the exact total, consult the second major listed elsewhere in this catalog.		
Electives:		1
TOTAL HOURS		128

HARDING SCHOOL OF BIBLICAL STUDIES**(HSBS)**

The Harding School of Biblical Studies is an accelerated program within the College of Bible and Religion that offers ministry training for non-traditional students (age 24 and older), leading to a Bachelor of Ministry degree.

The HSBS program includes a two-year cohort experience, during which a student takes two classes each semester that are exclusive to students in HSBS. One of these classes is a ministry course, and the other is a supervised field work experience.

Admission into the cohort portion of the HSBS program requires the completion of 30 hours of col-

lege credit, including six hours of English Composition.

Bachelor of Ministry (B.Min.) Degree with Major in Bible and Ministry: This is an academic degree commensurate to other baccalaureate degrees awarded by Harding University.

Students must meet all admission requirements to Harding and HSBS. They must pass all courses in the 94-hour HSBS curriculum and the specified Liberal Arts requirements with a GPA of 2.0. The student must also meet all of Harding's graduation requirements.

Enrollment in the HSBS Program: All students seeking enrollment in the HSBS program must apply to the director for admission. Criteria for enrollment in the program emphasize personal and moral fitness for ministry, including one's overall emotional, social and spiritual stability. Students must also be able to communicate effectively through speaking and writing, show general ability and aptitude for work in an accelerated academic program, and be actively involved in congregational life.

To be admitted to the HSBS program, a student must:

1. Be accepted for enrollment at Harding University.
2. File a formal application for admission into the HSBS program.
3. Be at least 24 years of age.
4. Provide three letters of recommendation, one each from an elder, a minister and a teacher.
5. Provide proof of medical insurance.
6. Provide a plan of financial support for the coming year.
7. Before entering the two-year cohort portion of the program, a student must have completed 30 hours of college credit, including six hours of English composition with a minimum grade of "C."
8. Before entering the two-year cohort portion of the program, a student must pass a Bible proficiency exam or make at least a "B" in BNEW 112 and BOLD 101.

To remain in the program, a student must:

1. Maintain the standards of personal and moral fitness required for admission to the program.
2. Maintain a 2.5 average in all courses required

for the B.Min degree, including a grade of "C" or better in all courses in the College of Bible and Religion.

3. Participate in a progress assessment interview during the spring semester of the first year (with a committee composed of representatives from the HSBS program and the student's local congregation).

BACHELOR OF MINISTRY DEGREE BIBLE AND MINISTRY MAJOR (BMIN)

REQUIREMENTS	HOURS
Liberal Arts:	34

Area	Courses
ART	101
BIOL	111
ENG	111, 211, and 201 or 202
HIST	101 or 102
KINS	101 and one activity course
MATH	200 or any course from MATH 151 or above
MUS	101
PHS	111 or 112 or 115
PSY	201
Other	ECON 201 or SOC 203 or POLS 205

The following HSBS-equivalent courses satisfy the remaining Liberal Arts requirements: BMIN 325 (3) for COMO 101; BHIS 340 (3) for HIST 110; BMIS 381 (2), 386 (2), and 280 or 480 (2) for global literacy.

Major:	94
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Area	Courses
BHIS	340 or 341
BDOC	252 (3), 351, 353, and 355 or 356
BMIN	321, 322, 324, 325, 326, 327 (1 hour each of four semesters), 328, 420, 424, and 425
BMIS	381, 386, and 280 or 480
BNEW	211, 213, 311 (3), 312 (3), and 9 additional hours from the following: 112 (must be taken if competency exam is not passed), 314, 315, 316, 317, 318, 319

BOLD	202, 303 (3), 308 (3), and 4 additional hours from the following: 101 (must be taken if competency exam is not passed), 304, 305, 307
BYFE	330, 333, 338
BRES	260
GRK	171, 172, 271

TOTAL HOURS	128
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Information concerning this program may be obtained by writing Gary Gregg, director of recruitment and development, Box 12236, Searcy, AR 72149-2236. Call (501) 279-4290 or 1-800-477-4407, or e-mail hsbs@harding.edu.

DOCTRINAL (BDOC)

251. CONTEMPORARY ISSUES IN CHRISTIAN MORALS AND DOCTRINE. (2) Fall, Spring. Questions and problems today's college students are asking about God, the church, Christian doctrines, ethics, and morals. Biblical teaching on contemporary issues. Formulation of personal conclusions and convictions on the basis of biblical truth. This course meets the textual requirement.

252. BIBLICAL INTERPRETATION. (2 or 3) Fall, Spring. How to study the Bible, using principles of interpretation derived from the Scripture. The nature of language and the process of thought. A brief survey of interpretation.

253. THE LITERATURE OF FAITH. (3) Spring of odd years. An examination of selections of both sacred and secular literature that addresses significant dimensions of biblical faith and their implications for life.

351. THE NEW TESTAMENT CHURCH. (2 or 3) Spring. The nature, life, purposes and work of the church in the first century as an essential resource for guiding the lives of contemporary Christians.

353. GREAT THEMES OF THE BIBLE. (2 or 3) Spring. A textual approach to the Bible doctrine of revelation, God, Christ, the Holy Spirit, man, the church, and eschatology.

354. CONTEMPORARY CHRISTIAN ETHICS. (2 or 3) Spring. (Offered only on Monday evenings.) Application of the scriptures to current moral issues to help students gain Biblical insights into moral problems. For nurses, FCS and masters-degree students; others must have consent of the dean of the College of Bible and Religion.

355. EVIDENCES OF CHRISTIANITY. (2 or 3) Fall. The philosophical foundations of the Christian religion. Arguments for and against the existence of God, the inspiration of the Scripture, and the deity of Christ.

356. CHRIST AND CULTURE. (2 or 3) Fall, Spring. The current religious and social trends of North American society and the shifting philosophies that drive them, including

epistemological issues. A practical course designed to encourage a Christian worldview and a Christian perspective in an environment that is philosophically pluralistic and secular.

459. SEMINAR IN DOCTRINE. (3) Fall of odd years. An in-depth examination of doctrinal or hermeneutical questions chosen at the direction of the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit. Prerequisite: BRES 260 or consent of the instructor.

HISTORICAL (BHIS)

140. MEDITERRANEAN WORLD. (3) Summer only. Offered in the Harding University International Program curriculum. A survey of Pauline backgrounds including the cultural, linguistic and historical influences on early Christianity in the Mediterranean world of the first century.

340. CHURCH HISTORY. (2 or 3) Fall, Spring. The history of the church from the close of the apostolic age to the present.

341. HISTORY OF THE RESTORATION MOVEMENT. (2 or 3) Spring. The restoration movement and the people and events that shaped it in American history.

342. BIBLICAL WORLD AND ARCHAEOLOGY. (2 or 3) Fall. A historical and religious survey of world conditions in Biblical times with special emphasis on the social and religious conditions in Palestine.

343. HISTORY OF THE ENGLISH BIBLE. (2 or 3) Fall. The literary production and transmission of the Bible, including manuscripts, texts, and translations. A historical account of how the Bible has come to the English-speaking world.

344. HISTORY OF CHRISTIAN THOUGHT. (2 or 3) Spring of odd years. The development of Christian thought from the subapostolic age to the present. Outstanding leaders and major doctrines. Designed for Bible majors; others may enroll.

345. LIVING WORLD RELIGIONS. (2 or 3) Fall, Spring. The history and basic teachings of Zoroastrianism, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, Judaism, and Islam. Fee: See course fee schedule.

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

347. BIBLICAL ARCHAEOLOGY FIELD WORK/PRACTICUM. (3) Offered only in summer and in Israel. A hands-on, on-site course in archaeological technique and analysis as they apply to a site from the biblical period and which relates to biblical history. The student will be guided through the basics of archaeological theory and practice, including excavation and analysis of finds. In addition, the student will be guided in the interpretation of the data as they

relate to the biblical periods. Before enrolling in the course, the student must submit an application for participation to the faculty guide. Should the student desire global literacy credit for this course, enrollment in BHIS 347 and co-requisite enrollment in BHIS 348 are necessary.

348. ARCHAEOLOGY AND GEOGRAPHY OF ISRAEL.

(3) Offered only in summer and in Israel. A course emphasizing the historical, cultural, geographical and religious contexts of events in the Old and New Testaments and in the Intertestamental period. It consists of lectures, readings and on-site travel to excavation sites, museums and geographical features of Israel. Co-requisite: BHIS 347. Should the student desire global literature credit (only 3 hours of such is permitted), both BHIS 347 (3 hours credit required) and BHIS 348 must be taken concurrently.

449. SEMINAR IN CHURCH HISTORY. (3) Spring of odd years. An in-depth examination of some significant period of church history chosen at the discretion of the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit. Prerequisite: BRES 260 or consent of the instructor.

BIBLICAL LANGUAGE

Greek (GRK)

171-172. ELEMENTARY GREEK. (4, 4) Fall, Spring. Grammar and syntax of the Greek New Testament with emphasis on basic inflections and vocabulary. Five class periods per week.

173-175. ELEMENTARY GREEK-HSBS. (3, 3, 3). Grammar and syntax of the Greek New Testament with emphasis on basic inflections and vocabulary. For HSBS students.

271. THE GOSPEL OF JOHN. (3) Fall. Reading of the Greek text, further study of grammar and vocabulary, and exegesis of selected passages. Prerequisites: 171, 172. Students who take the course for graduate credit arranged through Harding Graduate School of Religion will be required to do additional work with the instructor.

272. FIRST CORINTHIANS. (3) Spring. Translation of the Greek text, more intensive study of grammar, attention to the linguistic style of the author, and exegesis of selected passages. Prerequisites: 172 and 271, or consent of the dean.

273. ELEMENTARY GREEK READINGS. (3). Supplemental study of vocabulary, grammar and syntax with specific application to the reading of Biblical texts. Taught in HSBS only.

370. ROMANS. (3) Fall of even years. Translation of the Greek text, more extensive study of grammar — moods, tenses, particles, style — and exegesis of selected passages. Prerequisites: 271 and 272, or consent of the dean.

371. ACTS OF APOSTLES. (3) Spring of even years. Reading selected passages from the Greek text, study of grammatical structure and style, and exegesis of selected

passages. Prerequisites: 271, 272; or consent of the dean.

374. INTERMEDIATE GREEK READINGS. (3) Fall of odd years. Selected readings from portions of the Greek New Testament not covered in other courses, with attention to grammar and exegesis. Course content and approach vary according to student needs and discretion of instructor. May be taken more than once for credit. Prerequisite: 271 and consent of the dean.

376. ADVANCED READINGS AND EXEGESIS. (3) Spring of odd years; alternates with 374. Development of sound exegetical methods based on selected portions of the Greek text in a seminar format. Course content and approach vary according to student needs and discretion of instructor. May be taken more than once for credit. Prerequisites: 370 or 371 or consent of the dean.

471. INDEPENDENT STUDY. (1-4) Offered on demand. Directed study or research designed to meet individual student needs. May be taken more than once with consent of dean. Prerequisites: 370, 371 for Greek, 275 for Hebrew, or consent of dean.

Hebrew (HEB)

176-177. ELEMENTARY HEBREW. (4, 4) Fall of odd years, Spring of even years, or yearly upon demand. Principles of Hebrew language and grammar. Attention to vocabulary with special emphasis on the verb. Exercises in reading and writing. Five class periods per week.

275. INTERMEDIATE HEBREW READINGS. (3) Fall of even years. Offered on sufficient demand. Readings in the Hebrew Bible, with special attention to syntax and vocabulary building. Introduction to textual criticism. Prerequisite: 177.

375. ADVANCED READING AND EXEGESIS. (3) Offered on sufficient demand. Enrichment of vocabulary and grammar. Development and practice of sound exegetical methodology. Writing and presentation in a seminar format of an original piece of research based upon some portion of the Hebrew text. May be taken more than once for credit. Prerequisite: 275.

MINISTRY (BMIN)

121. RELIGIOUS WRITING. (3) HSBS students only. English composition applied to the ministry of writing, from simple assignments to position papers, articles, and thesis writing.

226. CHRISTIAN COMMUNICATION WORKSHOP. (1) Spring. A weekend workshop that focuses on various aspects of the preaching ministry. Taught by men involved in congregational preaching ministries. May be taken up to four times for credit.

320. HYMNOLOGY. (2 or 3) Spring. The Biblical basis for singing in the church. Church songs from the earliest times to the present. Types of songs appropriate to today's church.

321. CHRISTIAN COUNSELING. (2 or 3) Fall, Spring.

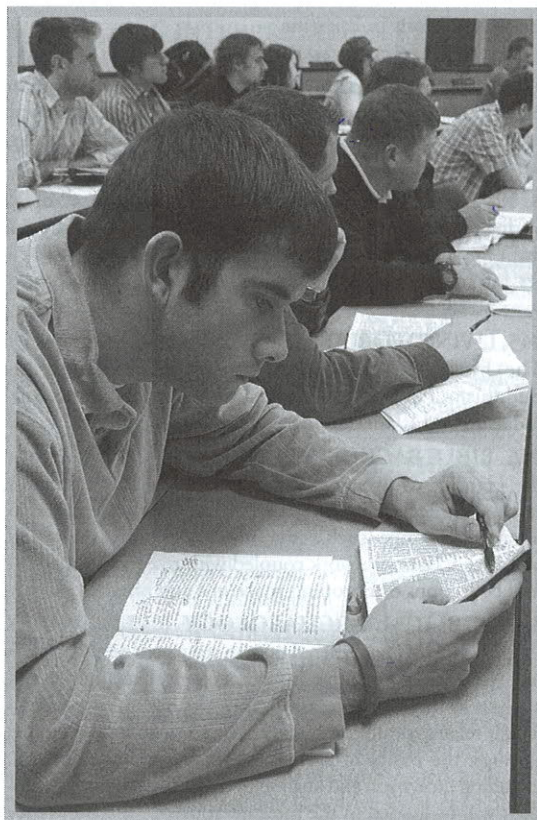
Counseling needs in the church. Identifying spiritual problems and their relationship to Scripture by using a Biblical approach to counseling. Various counseling situations located in church settings. Fee: See course fee schedule.

322. LEADERSHIP STRATEGIES. (2 or 3) Spring. Case studies, theories and biblical/theological reflection utilized to equip Christians as both formal and informal leaders in church or career contexts. The course offers tools for church diagnosis and prescription strategies. A focus on skill acquisition.

323. CHRISTIAN WORSHIP. (2 or 3) Spring. How to insure spiritual worship experiences for the individual, the family, and the local church. The meaning and medium of worship and the relationship of worship to daily living. Improving leadership in worship. Meaningful response to God in a vital spiritual worship relationship.

324. STRATEGIES FOR EVANGELISM. (2 or 3) Spring. How to reach humanity with the gospel of Christ. The evangelism of Jesus and of the early church. The needs of man and how the gospel of Christ meets those needs.

325. INTRODUCTION TO PREACHING. (3) Fall, Spring. An introduction to the philosophies of preaching, what a sermon is, types of messages, sermon design and development, illustrating and applying the message, and sermon delivery. A concurrent laboratory is required.



326. BIBLICAL PREACHING. (2 or 3) Fall. A study of the principles of biblical preaching and the preparation of various types of biblical sermons. Intermediate level instruction on how to move from the ancient biblical text to sermons that meet the needs of today's audience. Steps in moving from the needs of the audience to a biblical message that communicates with today's hearers. Prerequisite: BMIN 325 or consent of the instructor.

327. FIELD WORK. (1-3) Offered on demand. Field work in preaching under the supervision of a faculty member or a person appointed by the dean. Before the field work experience begins, a written proposal must be submitted to the dean for approval. May be repeated to total no more than 6 hours.

328. PREACHING SKILLS AND STRATEGIES. (3) Spring. An analysis of the communicative and strategic dimensions of preaching within a theological context. Attention is given to audience analysis, persuasive teaching, planned preaching, and processing congregational feedback throughout the preaching process. The particular personality and communication style of the preacher is considered. A concurrent laboratory is required. Prerequisite: BMIN 325 or consent of the instructor.

329. RELIGIOUS SPEAKING FOR WOMEN. (2 or 3) Fall. Speaking situations unique to women in a religious setting, with emphasis given to practical aspects of content and delivery.

420. CHRISTIAN MINISTRY. (3) Fall. The special work of ministers in relationship to both God and people. Proper attitudes toward Scripture and personal devotional life. Techniques for meeting the spiritual needs of individuals. Relationships with elders and other special groups. Parallel offerings of this course feature the work of church-supported ministers and vocational ministers.

421. WOMEN'S MINISTRIES. (2 or 3) Spring. The Biblical role of women in relationship to God and the work of the church. The task of the church as set forth in Scripture. Areas of service. Interrelationships with other church personnel.

422. COUNSELING TECHNIQUES. (3) HSBS students only. Counseling based on Christian principles. Refinement of counseling skills through videotaping and peer and faculty evaluation.

423. MINISTRY INTERNSHIP. (3) Fall, Spring, Summer. Required of all majors (except Vocational Ministry and HSBS) in the College of Bible and Religion. The course exists in order to give future ministers supervised, hands-on experience within a structured ministry setting. Prior to the experience, the student must meet with the faculty advisor for internships and agree on details concerning job description, supervision, course requirements and evaluation.

424. CONFLICT MANAGEMENT IN MINISTRY. (2 or 3) Fall. Equips and empowers motivated Christians with biblical, emotional and interpersonal tools to respond effectively to disagreements. Offers skills for responding to diversity,

transition management, unsolvable problems and difficult people.

425. CONGREGATIONAL GROWTH AND DEVELOPMENT. (3) Fall. A holistic study of congregational growth and development including patterns of congregational outreach and community relations, congregational spiritual growth and maturation, and the processes and methods for assessing congregational effectiveness

426. PREACHING FROM VARIOUS BIBLICAL GENRE. (2 or 3) Fall. An examination of the characteristics of different types of biblical literature and their significance for biblical preaching, with a focus on how the meaning and function of biblical texts can shape the sermon. Prerequisite: BMIN 325 or consent of the instructor.

428. ADVANCED HOMILETICS. (3) Spring. A study of the contextualization of the Christian message within the present culture in sermons, and the placement of the sermon within the overall ministry of the congregation. Attention is given to the constructive engagement of hearers stemming from an informed theology of preaching. Prerequisite: BMIN 325 (or BMIN 329 for women) or consent of the instructor.

429. SEMINAR IN MINISTRY. (3) Fall of even years. An in-depth investigation of some area of Christian ministry, e.g., Christian education, leadership, preaching, etc., chosen at the discretion of the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit. Prerequisite: BRES 260 or consent of the instructor.

MISSIONS (BMIS)

280. THE WORLD CHRISTIAN. (2 or 3) Fall, Spring. This introductory missions course focuses on key questions about God, his world and our mission in order to foster a world Christian mindset and values. This course establishes the foundation for subsequent missions courses. NOTE: The 3-hour option is recommended for those students taking the course as a Global Literacy requirement.

381. MISSIONARY PRINCIPLES AND PRACTICES. (2 or 3) Fall, Spring. A survey of historical, theological, and strategic aspects of missions.

382. HISTORY OF MISSIONS. (2 or 3) Spring. A biographical history of missions from the New Testament period to the present with special emphasis on the motivational and inspirational experience of missionary heroes of faith.

384. CHURCH PLANTING. (2 or 3) Fall. This course explores biblical principles and current strategies for the establishment of new congregations in urban and rural settings. Consideration is given to the task of church planting domestically and on foreign fields.

385. SEMINAR IN WORLD MISSIONS. (2 or 3) As needed. Offered to students interested in a particular aspect of world evangelism not covered in other course offerings. Past seminars include topics such as urban missions, cross-cultural

development strategies, and missions in Africa and Asia. May be taken more than once with the consent of the dean.

386. MISSIONARY ANTHROPOLOGY. (2 or 3) Fall, Spring. Cultural anthropology with a view to understanding one's own and others' cultures. Designed to help Christian workers cross cultural lines at home and abroad.

387. FIELD WORK. (1-3) Offered on demand. Field work is done under the supervision of a faculty member or a person appointed by the dean in a mission field at home or abroad. Before the field work experience begins, a written proposal must be submitted to the dean for approval. May be taken more than once with consent of dean.

388. DEVELOPMENT MINISTRY. (2 or 3) Intersession. This course is taught at the Global Village facility at H.U.T. (Harding University Tahkodah). Through cross-cultural simulation, the course provides hands-on training in various types of benevolent outreach to the poor, including intensive gardening, livestock management, water development and sanitation, appropriate technology, and primary health care. Students are also introduced to theological as well as strategic issues in relief and development. Fee: See course fee schedule.

480. CROSS-CULTURAL EXPERIENCE. (2) HSBS students only. Experiences vary from year to year depending on opportunities. These experiences may include international campaigns, medical missions or other relief efforts, developmental projects, or surveys of Bible lands. Appropriate reading, writing and journaling accompany the experience. With the director's approval, BMIS 388 may substitute for select students.

481. MISSIONS PRACTICUM. (2 or 3) Spring. The capstone missions course in which groups of students work together in missions team simulation to choose a mission field, devise a strategy, raise funds and form teams. Prerequisite: BMIS 381 or 386 or consent of the instructor.

489. SEMINAR IN MISSIONS. (3) Spring of even years. An in-depth examination of some aspect of the church's mission, e.g., evangelism, church development, foreign missions, purpose-driven models, etc., to be chosen by the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit. Prerequisite: BRES 260 or consent of the instructor.

NEW TESTAMENT (BNEW)

112. THE NEW TESTAMENT. (2) Fall. The beginnings of Christianity from the birth of the Christ to the close of the first century. Selected passages from the gospels, Acts, and the epistles are studied to present Christ, His mission, His message, and His church.

211. THE LIFE OF CHRIST. (2) Fall, Spring. A study of the life and teachings of Christ as revealed in the New Testament.

213. ACTS OF APOSTLES. (2) Fall, Spring. Historical

backgrounds, introduction, the founding and expansion of the early church, government, worship, work, and destiny of the churches presented in the text of Acts and related scriptures.

215. NEW TESTAMENT TEXTUAL STUDIES I. (1) Summer. The BNEW 215 designation includes a menu of 1-hour courses, each of which explores a New Testament book, topic or theme and is grounded in carefully chosen New Testament texts.

311. THE CORINTHIAN LETTERS. (2 or 3) Fall, Spring. Historical background and introduction to Paul's letters to the church in Corinth. A study of the text of I and II Corinthians with a view toward their application for the church today.

312. ROMANS. (2 or 3) Fall. Introduction to the book and exegesis of the text.

313. PAUL. (2 or 3) Offered only in the Harding University International Programs curriculum and distance learning campuses. The figure of Paul in the New Testament — as apostle, Roman citizen, missionary. Selected passages from Acts of the Apostles and Paul's letters are examined. Background material relating to his apostleship to the Gentiles is examined in Europe and the Middle East. This or another course in Bible is required as part of International Programs.

314. SELECTED LETTERS. (2 or 3) Spring. First and Second Thessalonians, Galatians, First and Second Timothy, and Titus. Historical setting and introduction to each book with its individual features. Exposition of the text with application for the church today.

315. PRISON LETTERS. (2 or 3) Fall, Philippians, Ephesians, Colossians, and Philemon. Historical setting and introduction to each book with its individual features. Exposition of the text with application for the church today.

316. GENERAL LETTERS. (2 or 3) Fall. Epistles of James, Peter, John, and Jude. Historical setting and introduction to each book with its individual features. Exposition of the text with application for the church today.

317. GOSPEL OF JOHN. (2 or 3) Fall, Spring. An in-depth study with special attention given to the introduction, critical problems, and content of the book.

318. HEBREWS. (2 or 3) Spring. Introduction to the book and exegesis of the text.

319. DANIEL AND REVELATION. (2 or 3) Fall, Spring. Historical setting and introduction, including apocalyptic pattern and message. Exposition of selected passages.

410. ADVANCED INTRODUCTION TO THE NEW TESTAMENT. (3) Spring. The historical and cultural background of the New Testament. Canon and text. Introduction to the books. Designed for Bible majors; others may enroll. Prerequisite: BRES 260 or consent of the instructor.

415. NEW TESTAMENT TEXTUAL STUDIES II. (1) Summer. The BNEW 415 designation includes a menu of 1-hour courses, each of which explores a New Testament book, topic or theme and is grounded in carefully chosen

New Testament texts. These studies are designed as upper-level offerings distinct from those offered in BNEW 215.

419. SEMINAR IN NEW TESTAMENT (3) Fall, Spring. An in-depth examination of some portion of New Testament text chosen at the discretion of the instructor. The course requires a research/writing component. With the approval of the dean, it may be taken more than once for credit. Prerequisite: BRES 260 or consent of the instructor.

OLD TESTAMENT (BOLD)

100. INTRODUCTION TO THE BIBLE. (2) Fall. A beginning course for students with little or no background in the Bible. A study of lands, characters, words, and books of the Bible in preparation for BIB 101 and 112. Meets daily. Designed primarily for international students; others may enroll by consent of the dean.

101. THE OLD TESTAMENT. (2) Spring. A historical study. Selected books and passages are given special attention in order to learn the message of the Old Testament for its day and for today.

102. SURVEY OF BIBLE HISTORY. (2) Fall. A general introduction to the Old and New Testaments with emphasis given to historical setting and cannon formation. Attention is given to the development of the divine scheme of God in history, culminating in the coming of Jesus and the establishment of the church. Taught only in HSBS.

202. DISTINCTIVE IDEAS IN THE WORLD OF ANCIENT ISRAEL. (2) Spring. Builds upon the components of BOLD 101 (The Old Testament) in order to prepare for upper-level studies of the Old Testament. Central aspects of ancient Israel's history, culture, society, religion, and thought are emphasized. This course meets Liberal Arts requirements for graduation.

205. OLD TESTAMENT TEXTUAL STUDIES I. (1) Summer. The BOLD 205 designation includes a menu of 1-hour courses, each of which explores an Old Testament book, topic or theme and is grounded in carefully chosen Old Testament texts.

303. PENTATEUCH. (2 or 3) Fall. The revelation of God in creation and the founding of the Israelite nation, as presented in selected passages of Genesis through Deuteronomy.

304. ISRAELITE HISTORY: JOSHUA THROUGH ESTHER. (2 or 3) Spring. A study of Israel's attempt to walk in covenant with God from selected passages of the historical books ranging from Joshua's conquest of Canaan through the return of Jews from Babylonian exile.

305. EIGHTH CENTURY PROPHETS. (2 or 3) Fall. Selections from the writings of Amos, Hosea, Joel, Jonah, Micah, and Isaiah, with their social, religious, and historical settings. The importance of their message for that period and present times.

307. PROPHETS: JEREMIAH THROUGH MALACHI. (2 or 3) Spring. Selections from the writings of Jeremiah, Ezekiel, Obadiah, Nahum, Habakkuk, Zephaniah, Haggai,

Zechariah, and Malachi, with their social, religious, and historical settings. The importance of their message for that period and present times.

308. ISRAELITE POETRY AND WISDOM LITERATURE. (2 or 3) Fall of odd years. Selections from the Psalms, Proverbs, Song of Songs, Lamentations, Ecclesiastes, and Job. Their historical backgrounds, especially the poetic and wisdom literature of the ancient Near East. The importance of their message for that period and present times.

402. ADVANCED INTRODUCTION TO THE OLD TESTAMENT. (3) Fall. The historical background of the Old Testament. Canon and text; history of interpretation. Introduction to the major divisions and the individual books. Designed for Bible majors; others may enroll. Prerequisite: BRES 260 or consent of the instructor.

405. OLD TESTAMENT TEXTUAL STUDIES II. (1) Summer. The BOLD 405 designation includes a menu of 1-hour courses, each of which explores an Old Testament book, topic or theme and is grounded in carefully chosen Old Testament texts. These studies are designed as upper-level offerings distinct from those offered in BOLD 205.

409. SEMINAR IN OLD TESTAMENT. (3) Fall, Spring. An in-depth examination of some portion of the Old Testament text chosen at the direction of the instructor. This course requires a research/writing component. With the approval of the dean, it may be taken more than once. Prerequisite: BRES 260 or consent of the instructor.

PHILOSOPHY (PHIL)

251. INTRODUCTION TO PHILOSOPHY. (3) Offered on sufficient demand. Philosophical problems, methods of approach, and modes of thought. A brief survey of representative philosophies.

252. PHILOSOPHY OF RELIGION. (3) Offered on sufficient demand. A philosophical approach to the study of religion with an emphasis on methods and problems. The Christian religion in the light of philosophic thought.

253. ETHICS. (3) Fall. A study of principles and methods used in evaluating human conduct. An emphasis on the origin and development of the major views of the good life. Application of Christian ethics to modern problems.

YOUTH AND FAMILY EDUCATION (BYFE)

233. SEMINAR IN YOUTH AND FAMILY MINISTRY. (1) Fall, Spring. A special seminar taught by youth ministers or religious workers presently working in the fields or connected to the field. May be taken up to four times for credit. Youth and Family Ministry majors may audit any 233 Seminar at no cost unless there are material and supply fees.

330. CHRISTIAN EDUCATION. (2 or 3) Fall, Spring. A comprehensive definition of Christian education strategies for the education ministry of the church and the home.

331. CHILDHOOD EDUCATION—BIRTH TO AGE 12. (2 or 3) Fall, Spring. Biblical principles in conjunction with hands-on educational experiences in the teaching and parenting of children.

332. ADOLESCENT EDUCATION—AGES 11 TO 20. (2 or 3) Fall. Adolescent needs and learning styles. Religious needs, with emphasis on methods and materials for teachers.

333. YOUTH AND FAMILY MINISTRY. (2 or 3) Fall, Spring. Youth and family ministry and programming. Incorporation of volunteers into this congregational ministry.

335. ADULT EDUCATION. (2 or 3) Fall of odd years. The dynamics of reaching and teaching adults are examined through a study of the ministry of Jesus; investigation and application of current research in faith development.

336. APPROACHES TO CHILDREN'S MINISTRY. (2 or 3) Fall of even years. This course provides a response to a clear need for workers among children and seeks to accomplish the following learning objectives: understand the needs of children and know how to respond in ministry; understand and value relationships with children; understand the biblical basis of children's ministry; understand basic contexts and processes in children's ministry; evaluate the ministry needs and opportunities of children in a specific situation.

337. FIELD WORK. (1-3) Offered on demand. Field work in a local church setting under the supervision of a faculty member. Before the field work experience begins, a written proposal must be submitted to the faculty guide for approval. May be repeated to total no more than 6 hours.

338. THE CHRISTIAN HOME. (2) Fall, Spring. The Christian approach to selecting a marriage partner and living with that partner in permanent monogamy. The biblical principles bearing upon intra-family relationships. The family as an instrument of Christian service.

433. ADVANCED YOUTH MINISTRY. (3) Spring. A concentrated study of the work of youth ministry. Multiple staff relationships, finance/budget, personal preparation, and other matters specific to the vocation of youth ministry. Designed for youth ministry majors; others may enroll. Prerequisite: 333 or consent of the instructor.

RESEARCH (BRES)

This division focuses on basic research techniques. These courses do not satisfy the institutional requirement for a Bible class. A maximum of 4 hours of credit may be earned in the research division. When the content is varied, a course may be repeated until 4 hours of credit have been earned.

164. RESEARCH IN THE RESTORATION MOVEMENT. (1) Offered on demand. Historical sites involved in restoration studies. Prerequisite: Consent of the dean.

260. RESEARCH AND WRITING. (2) Fall, Spring. Introduces majors to skills, resources and strategies used in academic research within the College of Bible and Religion. Helps lay the foundation for writing papers in upper-division courses and future study in ministry.

261. BIBLICAL RESEARCH FOR VOCATIONAL MINISTRY. (2) Spring. An introduction to the resources and methods of biblical research. Sufficient study of biblical languages to enable the student to use scholarly tools such as lexicons, grammars and advanced commentaries. Required for vocational ministry majors. Others may enroll only with consent of the dean.

The following courses are offered on demand. The courses are designed as individual guided studies in the respective divisions of study within the College of Bible and Religion. May be taken more than once with consent of dean. Prerequisites: Junior standing, 3.0 GPA, and consent of dean.

361. RESEARCH IN TEXTUAL STUDIES. (1-4)

362. RESEARCH IN RELIGIOUS EDUCATION. (1-4)

363. RESEARCH IN MINISTRY. (1-4)

364. RESEARCH IN THE HISTORICAL DIVISION. (1-4)

365. RESEARCH IN DOCTRINAL DIVISION. (1-4)

366. RESEARCH IN BIBLICAL LANGUAGES. (1-4)

367. RESEARCH IN MISSIONS. (1-4) Directed research and/or readings for qualified advanced undergraduate students who are majors or minors in missions. Research is under the direction of the director of Mission Prepare.

College of Business Administration

DEAN: Bryan D. Burks, D.B.A., CPA

PROFESSORS:

James Behel, Ph.D.

Director of Graduate Academic Affairs, COBA

David B. Burks, Ph.D., CPA

President

James W. Carr, Ph.D.

Executive Vice President

Executive Director of the American Studies Institute

Donald P. Diffine, Ph.D.

Director of the Belden Center for Private Enterprise Education, Director of the Economics Department

Budd Hebert, Ph.D.

Director of the International Business Department

Randall M. McLeod, J.D.

Director of the Professional Sales Department

George H. Oliver, M.S.A.

Director of the Human Resources Department

Robert H. Reely Jr., Ed.D.

Associate Executive Director of the American Studies Institute, Dean of Lifelong Learning

Marvin Hilliard Robertson, J.D.

Steve Williams, D.B.A.

ASSOCIATE PROFESSORS:

David L. Allen, M.B.A., CPA

Phil Brown, Ph.D., CPA

Director of the Accounting Department

Bryan D. Burks, D.B.A., CPA

Keith Cronk, M.Litt.

CIO, Vice President for Information Technology

Marguerite Cronk, Ph.D.

Director of Information Technology Department

Mark A. Davis, D.B.A.

Associate Dean, Chair of the Marketing and Business Department

Mike Emerson, M.S., CPA

Allen Frazier, D.B.A.

Chair of the Management Department

Mike Oliver, D.B.A.

Jim Shelton, Ph.D.

ASSISTANT PROFESSORS:

Teresa Chance, M.B.A.

Bob Churchman, M.B.A., CPA

Allen Figley, M.B.A.

Director of the Graduate Program, Placement Coordinator for COBA

Gary Ross, M.S., CPA

Ellis Sloan, M.B.A., CPA

Lori Sloan, M.B.A.

Jake Stewart, M.B.A.

John Stone, M.B.A.

The mission of the College of Business Administration is to prepare Christian business professionals for lives of service.

The following specific objectives have been adopted in order to accomplish the above mission:

1. To prepare students for service and leadership roles in church, family and community.
2. To provide students with a good understanding of business principles and concepts and to prepare them for their chosen professions.
3. To strive to help students secure satisfactory employment upon graduation.

The College of Business Administration is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for the offering of the Bachelor of Business Administration (BBA) degrees and Master of Business Administration (MBA) degrees. The bachelor's degrees include majors in accounting, computer information systems, economics, health care management, human resources, information technology, international business, management, marketing and professional sales. The MBA program is listed in the graduate catalog.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE MAJORS

Accounting: Entry-level positions leading to careers in corporate, public, and governmental accounting; preparation for the Uniform Certified Public Accountant Examination. Programs can be designed to meet

CPA exam eligibility requirements for states with the 150-hour requirement.

Computer Information Systems: Business and computing for professional careers in programming, supervision of programming, and systems analysis and design.

Economics: Professional economists in industry and government; preparation for law and business schools. Graduate or professional school highly recommended.

Health Care Management: Positions in the industry of health care management.

Human Resources: Preparation in human resource management.

Information Technology: Graduates will find employment in major corporations, government offices, the media industry, libraries and academic institutions – anywhere information is created and managed, focusing on the application of technology to solve complex business problems. Typical tasks include designing and managing information systems such as decision support systems, databases and Web pages, or support roles such as end user consulting, desktop and network support.

International Business: Positions of individual responsibility in a complex, multicultural, and dynamic global business environment.

Management: Supervisory positions in institutional, commercial, and industrial organizations; personnel and retailing positions.

Marketing: Positions in marketing, retailing, and marketing research.

Professional Sales: Personal selling, sales management, and business-to-business selling.

BUSINESS CORE

All Bachelor of Business Administration degree majors require a uniform Business Core of 41 hours. Included in this business core is ECON 201**, which could also satisfy 3 hours of the Liberal Arts program, resulting in a 38-hour business core. The purpose of the core is to provide understanding of a generally recognized common body of knowledge in business. The Business Core consists of:

Courses	Hours	Credit
ACCT 205-206.....	6	
BUS 265*	3	
BUS 315	3	
BUS 343	3	
BUS 350	3	
BUS 435	2	
ECON 201**-202	6	
IT 290***	3	
MGT 354	3	
MGT 368	3	
MGT 430	3	
MKTG 330.....	3	

* MATH 200 is strongly recommended to fulfill the Liberal Arts requirement in math for all BBA degree majors and serve as the prerequisite for this course.

**ECON 201 is part of the Liberal Arts program.

***All business majors are required to satisfy the technology competency requirements for graduation in one of the following ways:

1. Pass the IT proficiency online exam prior to taking IT 290.
2. Pass IT 101.

The technology proficiency exam includes an online exam and tutorials, resources and library materials. Students will purchase an access code from the bookstore and will have six months to pass the exam. Further information regarding this exam may be obtained from the dean's office.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE ACCOUNTING MAJOR (ACCT)

REQUIREMENTS	HOURS
Liberal Arts:	54

POLS 202 and BMIS 280, 386 or 387 (3 hours) are recommended for global literacy.

Major:	71
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Business Core: (38 hours)

Accounting Requirements: (24 hours)
ACCT 301, 302, 304, 305, plus 12 additional ACCT hours.

Business electives (300 or 400 level) (9 hours)

Note: Most states now require 150 credit hours to sit for the Uniform Certified Public Accountant (CPA) Examination. Although these additional hours are not specific, some states require at least 30 hours of upper level

(300 and above) accounting credit. Therefore, students intending to pursue careers in public accounting may need additional accounting and/or business hours such as ACCT 306, 401, 402, 403, 410 and/or BUS 316. Contact the director of the Accounting Program for additional information.

Remaining Bible:

BUS 435, counted above in the Business Core, satisfies the Bible requirement during the semester it is taken. BMIS 386 or 388, recommended above under Liberal Arts, also satisfies the Bible requirement in the semester it is taken. If not taken, two additional hours of Bible are required.

TOTAL HOURS

129

Minor in Accounting (for non-business majors): 18 hours in accounting. The following additional courses are recommended: BUS 315, 316; ECON 201, 202; MGT 368.

**BACHELOR OF BUSINESS
ADMINISTRATION DEGREE
COMPUTER INFORMATION SYSTEMS
MAJOR (CIS)**

REQUIREMENTS

HOURS

Liberal Arts: 54

Major: 62

Business Core: (35 hours) IT 290 is not required.

Computing Courses: (27 hours)
COMP 150 and 151 or COMP 170;
245, 250, 301, 305, 320, 336, 439, 441.

Electives: 6

COMP 310, 311, and ACCT 301, 302 are strongly recommended.

Remaining Bible: 6

BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS

128

Minor in Computer Information Systems (for non-business majors): 18 hours, includ-

ing COMP 170 or 150 and 151; 245, 250, 301 and 320. If COMP 170 is taken, student will need 1 additional hour.

**BACHELOR OF BUSINESS
ADMINISTRATION DEGREE
ECONOMICS MAJOR (ECON)**

REQUIREMENTS

HOURS

Liberal Arts: 54

Major: 65

Business Core: (38 hours)

Economics Courses: (12 hours) ECON
310, 311, 340, 420.

Other Required Courses: (15 hours)
BUS 344 or 346 and 12 additional
hours elected from the College of
Business Administration.

Electives: 3

Remaining Bible: 6

BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS

128

Minor in Economics (for non-business majors): 18 hours, including ACCT 205; ECON 201, 202, 310 or 311, 340 or 420; and 3 hours elected in the College of Business Administration.

**BACHELOR OF BUSINESS
ADMINISTRATION DEGREE
HEALTH CARE MANAGEMENT MAJOR (HCM)**

REQUIREMENTS

HOURS

Liberal Arts: 54

Major: 65

Business Core: (38 hours)

Health Care Management Courses:
(15 hours)

Core: HCM 210, 315, 335, 425, 432

Other Required courses: (12 hours)
HCM 461, MGT 332 and 6 additional
hours to be selected from HCM 325,
440, 445.

Electives: 3

Remaining Bible:

BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS

Minor in Health Care Management (for non-business majors): 18 hours, including HCM 210, 315, 320, 430, 435, 445.

**BACHELOR OF BUSINESS
ADMINISTRATION DEGREE
HUMAN RESOURCES MAJOR (HR)**

REQUIREMENTS

Liberal Arts:

Student must take PSY 201.

Major:

Business Core: (38 hours)
Human Resources Courses: (30 hours)
BUS 317; MGT 332; 333 or BUS 420;
MGT 340, 345, PRS 371; PSY 380,
382, 406; and 3 additional hours elect-
ed from the College of Business
Administration (BUS 367 or 461 are
strongly recommended).

Remaining Bible:

BUS 435, included in the Business Core above, satisfies the Bible require-
ment in the semester it is taken.

TOTAL HOURS

**BACHELOR OF BUSINESS
ADMINISTRATION DEGREE
INFORMATION TECHNOLOGY MAJOR (IT)**

REQUIREMENTS

Liberal Arts:

Student must take ECON 201 and is
strongly recommended to take MATH
200.

Major:

Business Core: (38 hours)
Computing Courses: (27 hours)
COMP 150; IT 260, 280, 312, 320,
350, 380, 400, 410.
Choose one 3-hour elective from
Internet development courses offered
by the College of Business

Administration (IT 253), Department
of Computer Science (COMP 250),
Communication Department
(COMM 254), or Art Department.

Remaining Bible:

BUS 435, included in the Business Core above, satisfies the Bible require-
ment in the semester it is taken.

TOTAL HOURS

Minor in Information Technology (for non-business majors): 18 hours, including IT 101, 253, 260, 280, 350, and 3 hours elected from the College of Business Administration or Computer Science (COMP 150 is recommended).

**BACHELOR OF BUSINESS
ADMINISTRATION DEGREE
INTERNATIONAL BUSINESS MAJOR (IB)**

REQUIREMENTS

Liberal Arts:

Student must take GEOG 302 and
POLS 202.

Major:

Business Core: (38 hours)
International Business: (30 hours) 18
hours of one modern foreign language
(or demonstrated proficiency), and IB
325 or 345, 395, 434, and ECON
420.

Remaining Bible:

Choose one Bible course from PHIL
253 or BDOC 356. Choose another
Bible course from BMIS 280, BMIS
386, or BHIS 345. BUS 435 is includ-
ed in the Business Core above and sat-
isfies the Bible requirement in the
semester it is taken.

TOTAL HOURS

Minor in International Business (for non-business majors): 20 hours, including IB 325 or 345, 395; ECON 420, 8 hours of modern foreign language (elementary level or demonstrated proficiency), and 3 hours of upper-level College of Business Administration electives.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE MANAGEMENT MAJOR (MGT)

REQUIREMENTS	HOURS
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Liberal Arts:	54
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Major:	68
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Business Core: (38 hours)

Management Courses: (12 hours)

MGT 310, 332, 365, and 440. Other management courses are part of the Business Core.

Other Required Courses: (18 hours)

BUS 235, 317, ECON 322 and 9 additional hours elected in the College of Business Administration. An IT elective is strongly recommended.

Remaining Bible:	6
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BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS	128
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Minor in Management (for non-business majors): 18 hours, including ACCT 205; ECON 202, 322; and 9 hours elected in the College of Business Administration, including 3 upper-level hours. BUS 350 and MGT 368 are highly recommended.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE MARKETING MAJOR (MKTG)

REQUIREMENTS	HOURS
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Liberal Arts:	54
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Major:	65
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Business Core: (38 hours)

Marketing Courses: (12 hours) MKTG 331, 347, 400, 455.

Other Required Courses: (15 hours)

ECON 322; 6 hours from BUS 420, IB 395, MKTG 367, 380, 390, PRS 336; and 6 hours of electives in the College of Business Administration (3 hours of IT recommended).

Electives:	3
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Remaining Bible:	6
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BUS 435, included in the Business Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS	128
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Minor in Marketing (for non-business majors): 18 hours, including ECON 202; MKTG 330, 331, 347; and 6 hours from MKTG 380, 390, 400, 455, PRS 336.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE PROFESSIONAL SALES MAJOR (PRSA)

REQUIREMENTS	HOURS
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Liberal Arts:	54
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Major:	68
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Business Core: (38 hours)

Professional Sales Courses: (15 hours)

MKTG 331; PRS 336, 371, 405, 440.

Other Required Courses: (15 hours) 9

hours from BUS 420, MKTG 347,

400, 455; PRS 398; 6 additional hours

from the College of Business

Administration (3 hours of IT recommended).

Remaining Bible:	6
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BUS 435, included in the Business

Core above, satisfies the Bible requirement in the semester it is taken.

TOTAL HOURS	128
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Minor in Professional Sales (for non-business majors): 18 hours, including ACCT 205; IT 101; MKTG 330, 331; PRS 336, 371.

ACCOUNTING (ACCT)

205. FINANCIAL ACCOUNTING. (3) Fall, Spring, Summer. Elementary accounting theory, practice, and analysis; conceptual analysis of the full accounting cycle; sole proprietorships and corporations; emphasis on preparation and interpretation of financial statements; coverage of balance sheet items of cash, accounts receivables, inventories, fixed assets, short-term and long-term debt. A grade of "C" or better is required for enrollment in any other accounting course.

206. MANAGERIAL ACCOUNTING. (3) Fall, Spring, Summer. Management use of financial accounting data for planning and control; theories and practice of cost accounting and analysis of data for management decision-making.

Study of cash flows, financial statement analysis, cost behavior analysis, cost-volume-profit analysis, cost systems and allocation methods, value chain, budgeting and performance measurement, and capital budgeting decisions. Prerequisite: 205 with a grade of "C" or better.

290. MANAGEMENT INFORMATION SYSTEMS. (3) Fall, Spring, Summer. Examines the management and organizational issues related to the use of computer-based technology in today's organizations. An overview of information systems types and their application to solve business problems, inventories, and fixed assets. Prerequisite: 206 with a grade of "C" or better. A grade of "C" or better is required for enrollment in 302.

301. INTERMEDIATE ACCOUNTING I. (3) Fall, Spring. Accounting history, theory and practice regarding financial statement preparation, analysis and interpretation. Coverage includes cash, marketable securities, receivables, inventories, and fixed assets. Prerequisite: 206 with a grade of "C" or better. A grade of "C" or better is required for enrollment in 302.

302. INTERMEDIATE ACCOUNTING II. (3) Fall, Spring. Continued coverage of accounting theory and practice including debt and equity investments, noncurrent assets, current liabilities, bonds, leases, stockholders' equity and cash flows. Prerequisite: 301 with a grade of "C" or better. A grade of "C" or better in 302 is required for enrollment in 402.

304. FEDERAL TAX I. (3) Fall. Federal tax structure, including tax law related to individuals, partnerships, corporations, estates and trusts; preparation of tax returns and tax planning under current law. Prerequisite: 301 with a "C" or higher.

305. COST ACCOUNTING. (3) Fall, Spring. Cost accounting systems for both internal and external reporting covering topics of product costing, budgeting, and decision support. Cost behavior; cost-volume-profit; job order costing; activity-based costing systems; process costing; budgeting and variance analysis; variable, absorption, and throughput costing; decision-making uses of information. Prerequisite: 301.

306. FEDERAL TAX II. (3) Spring. A detailed examination of federal tax structure and tax law related to individuals, proprietorships, partnerships and corporations. Research of federal law. Prerequisite: 304 with a "C" or higher.

367. PROFESSIONAL INTERNSHIP. (3) Summer (or on demand). Practical experience in an accounting/finance environment that enhances the academic training received in the classroom. Students should seek positions with prospective future employers. These must be approved by the director. Credit is given upon approval of a written summary of the experience. Minimum of 320 on-the-job hours required. Prerequisite: 302, 304, or 305.

401. ACCOUNTING FOR NONPROFIT ORGANIZATIONS. (3) Fall. Accounting for governmental units and nonprofit organizations. Prerequisite: 302.

402. ADVANCED ACCOUNTING. (3) Spring. Coverage of advanced accounting theory and practice issues including revenue and expense accounts, deferred taxes, pensions and consolidations. Prerequisite: 302 with a grade of "C" or better.

403. ACCOUNTING THEORY. (3) Summer. Detailed review of advanced accounting theoretical issues including deferred taxes, pensions, accounting changes, earnings per share, segment and interim reporting, and foreign currency. In addition, the course will examine new Generally Accepted Accounting Principles as promulgated by the official pronouncements of the FASB, the AICPA or EITF. Prerequisite: 302.

404. FINANCIAL ANALYSIS. (3) Fall. Development of an analytical approach to financial statements, integrating relevant accounting and finance concepts and principles; current topics in financial analysis; application of analytical tools to investment and credit decisions; management of current assets and liabilities. Prerequisites: ACCT 302 and BUS 343.

405. COST MANAGEMENT. (3) Spring. A case study approach to the uses of internal financial and non-financial information for decision making. Recent developments in cost systems and accounting for quality costs. Prerequisite: ACCT 305.

410. AUDITING AND SYSTEMS. (3) Fall. Introduction to auditing systems, legal responsibilities and professional ethics. Emphasis is placed on application, including evaluation of systems, internal controls, and gathering evidence through substantive tests. Prerequisite: 302 with a "C" or higher.

411. AUDITING THEORY. (3) Spring. An intense examination of generally accepted auditing standards. Emphasis is placed on conceptual and theoretical issues. Prerequisite: 302 with a "C" or higher.

460. TAX RESEARCH. (3) Offered on sufficient demand. A seminar designed to develop practical research and communication skills in the field of federal income taxation. Current tax issues and problems. Communicating conclusions through methods used in public accounting firms. Authority of tax law. Prerequisite: 306.

BUSINESS (BUS)

235. THE WORLD OF BUSINESS. (3) Fall, Spring. An overview of the business world, including marketing, management, finance, accounting, economics, computing, business law, and global awareness.

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

265. QUANTITATIVE BUSINESS ANALYSIS. (3) Fall, Spring, Summer. Quantitative techniques used in business and economics. Finite mathematics including linear equations, linear programming, mathematics of finance and advanced statistical analysis, including regression analysis, ANOVA, chi square and non-parametric techniques. Applications will be solved using electronic spreadsheets and

other computer software. Prerequisite: MATH 151 or higher, with preference for MATH 200.

300. E-COMMERCE. (3) Fall, Spring. A survey course presenting an overview of the major elements of e-commerce. Major areas of focus include marketing, business strategy and information technology as they apply to e-commerce.

301. AMERICAN STUDIES. (1-3) Independent study for honor students enrolled in the American Studies Institute. Research into business/industry and government, including on-site visits for information gathering; written summation and evaluation of the visits. Prerequisite: American Studies Institute membership.

315. BUSINESS LAW. (3) Fall, Spring, Summer. Law, sources of law, and the functioning of the legal system; business torts, white-collar crimes, contracts, property, and sales.

316. COMMERCIAL LAW. (3) Fall, Spring. Commercial paper, secured transactions, debtor-creditor rights, suretyship, bankruptcy, agency, partnership, corporations, and accountant liability. Prerequisite: 315.

317. LEGAL ENVIRONMENT OF BUSINESS. (3) Fall, Spring, Summer. Administrative law and governmental regulations affecting business, including the constitutional basis of regulation of business, the law of the environment, consumers' rights, insurance, computers, international business transactions, unfair competition, anti-trust, and franchising.

343. MANAGERIAL FINANCE. (3) Fall, Spring. Aspects of business organization, including promotion, organization, capitalization, expansion, reorganization, and fiscal operations; management and financing of modern corporate forms of business enterprise. Prerequisites: ACCT 206, BUS 265, and ECON 202.

344. INVESTMENTS. (3) Spring. Theory, concepts, and principles of investment decisions. Portfolio construction and management; investment media; fundamental and technical analysis; tools of investment analysis; psychological aspects of the market. Prerequisite: BUS 343.

346. MONEY AND BANKING. (3) Spring. Role of financial institutions in the money and capital markets of the U.S., including supply of and demand for funds, interest rates, and flow of funds analysis. Theory and practice of bank management, including history of banking and bank regulation, current theories of bank operations, and principles of operations relating to loans, credit analysis, and security portfolios. Analysis of Federal Reserve regulations, activities, and publications. Prerequisite: BUS 343.

350. BUSINESS COMMUNICATIONS. (3) Fall, Spring, Summer. Composition of effective business letters and reports. Characteristics of good business writing and development of basic letter plans applicable to principal business functions. Preparation of personal resumé and application letters. Oral communication in business. Prerequisite: ENG 211.

367. BUSINESS COOPERATIVE EDUCATION. (1-6) Summer (or upon demand). Practical experience in a business environment that enhances the academic training received

in the classroom. These must be approved by the appropriate academic chair. Credit is given upon approval of a written summary and debriefing of the experience. A minimum of 320 on-the-job hours is required. No more than 3 credit hours may be applied toward business requirements. Prerequisite: Junior or senior standing with a minimum of 15 hours of business courses completed.

420. NEGOTIATIONS. (3) Fall, Spring. A systematic approach for developing negotiations that arise between individuals, organizations, and/or their environment. The course will utilize cases, readings, videos, and negotiating skills in a variety of situations.

435. CHRISTIAN BUSINESS ETHICS. (2 or 3) Fall, Spring. Ethical teachings of the Bible as applied to business. Biblical passages related to business conduct, corporate ethics, individual ethics, and mutual responsibilities of employers and employees. An approved substitute for Bible the semester it is taken. Prerequisite: Senior standing and completion of 24 hours business core.

443. ADVANCED FINANCIAL MANAGEMENT. (3) Offered on sufficient demand. Capital budgeting, debt policy, dividend policy, and working capital management. Conceptual understanding of the impact of financial management decisions on firm value. Prerequisites: BUS 343 and consent of instructor.

450. INDEPENDENT RESEARCH. (1-3) Offered on demand. Research techniques and procedures assignments for majors with high scholastic ability and clearly defined professional goals. Prerequisite: Consent of the major advisor and the dean.

460. PROFESSIONAL BUSINESS COMMUNICATIONS. (3) Offered on sufficient demand. An advanced business communications course which addresses skills not addressed in other courses. Technical writing instruction for common and specialized correspondence; performance evaluations, negotiation skills, and an annual report project. Prerequisites: BUS 350 and consent of instructor. Fee: See course fee schedule.

461. FIELD EXPERIENCE IN HUMAN RESOURCES. (3) Fall, Spring. Participation in an approved human resources setting with supervision by management faculty. Prerequisite: Purchase of professional liability insurance through Harding University.

ECONOMICS (ECON)

201. MACROECONOMICS. (3) Fall, Spring, Summer. The overall workings of the economy and its major subdivisions; our economic system, business cycles, money and banking, national income accounts, and stabilization policy.

202. MICROECONOMICS. (3) Fall, Spring, Summer. Market mechanisms, applications of supply and demand, business models, product and factor markets, global business, economic development, and comparative systems.

310. INTERMEDIATE MACROECONOMICS. (3) Fall

of odd years. An in-depth study of general equilibrium. The overall workings of the economy studied in terms of the investment market, goods market, and money market. Analysis of forecasting. Fiscal and monetary policy. Prerequisites: ECON 201-202.

311. INTERMEDIATE MICROECONOMICS. (3) Spring of even years. Consumer theory, indifference curves, supply and demand, production theory, perfect competition, pure monopoly, oligopoly, monopolistic competition, welfare theory, and other related topics. Prerequisites: ECON 201-202.

322. PERSONAL FINANCE. (3) Fall, Spring, Summer. Managing personal finances; inflation and recession, tax problems, insurance, annuities, credit, budgeting, financial planning, home ownership, bank accounts, investments, and social insurance programs.

340. ECONOMIC HISTORY. (3) Spring of odd years. Evolution of economic ideas and events from ancient to modern times; analysis of the American economy from colonial times, with emphasis on the period from the industrial revolution to the present. Location forecasting is emphasized. Prerequisites: ECON 201-202.

420. COMPARATIVE ECONOMIC SYSTEMS. (3) Fall of even years. Application of macro and microeconomics analysis to evaluate traditional, command, market, and mixed economies, past and present, with respect to fulfilling the economic goals of freedom, efficiency, growth, stability, justice, and security. Prerequisites: ECON 201-202.

445. FREE MARKET ECONOMICS. (3) Offered on sufficient demand. Instruction to dramatize, simplify, and enrich the understanding of economic individualism and the concept of freedom applied to a market economy. Cost-benefit analysis is applied to evaluate the balance between the private and the public sector in economic policy and performance.

HEALTH CARE MANAGEMENT (HCM)

210. PRINCIPLES OF HEALTH CARE MANAGEMENT. (3) Fall, Spring. This course identifies the characteristics of health care organizations and the dimensions of management in such organizations. Examination and application of the principles of management necessary for the successful operation of health care organizations.

315. SURVEY IN HEALTH INFORMATION SYSTEMS. (3) Spring. An overview of the technology of computers in the health care field. Various types of software available for health care and their applications in health care settings. Emphasis on information systems for managed care, information systems that aid in obtaining reimbursement and controlling business and support operations, information systems that reduce the labor-intensive function associated with patient care information and allow for multiple access of patient records.

325. LEGAL ISSUES IN HEALTH CARE ORGANIZATIONS. (3) Fall. Deals with the interrelationship of our legal

system with the structure and functions of health care institutions including legal aspects of hospital mergers and corporate reorganization. A comprehensive examination of the legislative initiatives that led to deregulation and market competition and the legal issues an institution faces in providing care for all individuals.

335. CONTEMPORARY ISSUES IN HEALTH CARE. (3) Fall. This course is designed to cover the current trends and issues in the health care industry. Topics will include, but are not limited to, the changing role of managed care and the role of marketing in the health care industry. The structure and management strategies of health insurance and managed care organizations with particular emphasis on types of managed care plans, i.e. preferred provider organizations (PPOs), point-of-service plans (POS), and health savings accounts (HSAs). Overview of health care reform with regard to the management of care and Medicare and Medicaid changes. Issues of branding, building credibility, awareness, effective advertising and direct marketing strategies, and the development of community relations will address the marketing component of this course. Prerequisite: HCM 210.

425. LONG-TERM CARE DELIVERY. (3) Spring. Explores the physical, psychological, sociological and financing aspects of aging and the governance and management of long-term care facilities. The types of long-term care providers, i.e. nursing facilities, assisted living, sub-acute care, adult day care, home health and hospice care, will also be studied. Reimbursement, quality of care, ethical issues and future trends of long-term care will be addressed in this course. Prerequisite: HCM 210.

432. FINANCIAL MANAGEMENT AND ORGANIZATIONAL PLANNING OF HEALTH CARE ORGANIZATIONS. (3) Fall. Examines principles and applications of financial management of health service delivery settings. In addition, this course examines the nature of budgeting as an institutional planning tool and as a cost control device. Specific topics include financial risk, capitation, risk sharing, provider reimbursement, DRGs, value of diversification, incremental benefits and budgets. Prerequisite: HCM 210.

440. MANAGING CHANGE IN HEALTH CARE ORGANIZATIONS. (3) Spring. Deals with the many changes facing the health care industry. This course will assess strategies for health care labor relations, cost of service, market share, managed care activity and physician/administration rapport. Prerequisite: HCM 210.

445. SUPERVISORY MANAGEMENT FOR HEALTH CARE ORGANIZATION. (3) Fall. Focuses on the managerial functions of planning, organizing, staffing, influencing and controlling. This course will also cover organization design, performance appraisal, quality circles, individual and small group behavior, motivation and equal and fair employment practices. Prerequisite: HCM 210.

461. FIELD EXPERIENCE IN HEALTH CARE MANAGEMENT. (3) Spring. This course provides the student approved participation in a health care management setting with the supervision of management and business faculty.

INFORMATION TECHNOLOGY (IT)

101. INTRODUCTION TO INFORMATION TECHNOLOGY. (3) Fall, Spring, Summer. This course covers information systems theory and the role of an information system in business and society. Topics include information production and management in the new information age, software, hardware, data communications, the Internet, knowledge systems, security and ethics. An intermediate skill level is acquired in the use of spreadsheet, word processing, database, browser, mail and presentation software.

253. ELECTRONIC INFORMATION DISTRIBUTION. (3) Fall, Spring. This course examines information communication technologies and their impact on today's business and management strategies. Topics covered include Internet technologies, Web design and development, intranets, extranets, and security. Web development tools such as HTML, graphic packages, Macromedia Dream Weaver and Flash are covered. This course is streamed offering two sections, one for the nontechnology majors and the other for the technology-related majors. The technology stream adds more advanced HTML, PHP and some java scripting within the context of Macromedia. Prerequisites: IT 101 or IT proficiency exam.

260. DATA MANAGEMENT. (3) Fall, Spring. Examines how data can be structured, manipulated and maintained according to the relational data model. Students implement the model with the Microsoft Access RDBMS and learn to design and use select queries, action queries, custom forms and custom reports in Access. Together with advanced formula and function features, Microsoft Excel will be used for automated import and analysis of data from Access tables. Prerequisite: IT 101 or IT proficiency exam.

280. BUSINESS APPLICATIONS PROGRAMMING. (3) Fall, Spring. Introduces students to GUI structure and operation, as implemented in VB. Introduces common control objects and language syntaxes. Reviews and practices traditional procedural program structures and related programming techniques. Uses hierarchy charts and pseudo-code for planning and designing a straightforward GUI-based application and flow charts for communicating individual procedure structures. Introduces object-oriented programming concepts using VB.Net as a tool for illustrating and interpreting the concepts. Prerequisites: IT 101 or IT proficiency exam, COMP 150.

290. MANAGEMENT INFORMATION SYSTEMS. (3) Fall, Spring, Summer. Examines the management and organizational issues related to the use of computer-based technology in today's organizations. An overview of information system types and their application to solve business problems and influence competitive strategy is presented. The course is presented from a business and management perspective. Prerequisite: IT 101 or IT proficiency exam.

312. NETWORK ADMINISTRATION. (3) Spring. Practically addresses IT organization, communication networks, hardware and infrastructure development and main-

tenance. Demonstrations and hands-on training involving network components, hardware, and infrastructure. IT majors and minors must take this course for 3 hours, with the third hour consisting of an internship of at least 110 hours. Prerequisite: IT 253.

320. BUSINESS SYSTEMS ANALYSIS AND DESIGN. (3) Fall. Taught from the perspective of business processes. Focus on the early phase of the systems development life cycle including problem identification, developing system requirements documents, and feasibility studies including cost/benefit estimations in various business contexts. Particular emphasis will also be given to system evaluation and system delivery problems such as change management. Business case studies will be analyzed for the design of appropriate solutions. Prerequisites: IT 260, IT 280, ACCT 205.

323. SYSTEMS ADMINISTRATION. (3) Offered on sufficient demand. A hands-on approach to introduce students to the skills and concepts needed to manage and maintain server resources, such as scripting, log management, data management, and task automation. Prerequisite: IT 312

350. SYSTEMS PLANNING AND MANAGEMENT. (3) Spring. This course addresses information technology strategic planning and management of the IT function in today's global organizations. Topics include leadership, achieving alignment between technology and business strategies, managing essential technologies, system integration, and information technology evaluation. The importance of a customer focused information technology department and the development of soft skills are reoccurring themes throughout the course. Prerequisite: IT 253; COMP 301 or 310.

380. DATABASE DESIGN. (3) Fall. Introduces students to relational database theory, design and implementation. Examines practical methodologies for data analysis, data modeling and database design, coupled with a detailed study of the relational database model. Involves intensive practical data modeling work applicable to the business context. Prerequisites: IT 260; COMP 301 or IT 320.

400. INFORMATION TECHNOLOGY PROJECT MANAGEMENT. (3) Fall. This course combines planning, organization and control techniques with information technology to develop strong theoretical and practical skills in project management. It addresses the fundamental difference between project and general management. It highlights the importance of project planning and discusses the processes of networking, scheduling and resource allocation. It also includes discussions on project monitoring and performance management, cost/schedule control systems, risk assessment and analysis, and human resource management in the project environment. The use of management information systems to assist in planning and controlling project activities is emphasized. Students are required to use a personal computer-based project management software package and may also use other software such as spreadsheets and databases or graphics software in a project management system application. Prerequisite: COMP 301 or IT 320.

410. INFORMATION TECHNOLOGY PROJECT. (3)

Spring. This is the capstone course for the IT major. This course is designed to be a major piece of independent work that brings together the skills students have acquired during the major. Emphasis is placed on the student's ability to demonstrate project management and interpersonal communication skills in addition to technical expertise in the analysis, design and implementation of business information systems. Prerequisite: IT 400, 110 hours internship.

INTERNATIONAL BUSINESS (IB)

325. GLOBAL BUSINESS ENVIRONMENT. (3-6) Offered upon sufficient demand at Harding University programs located outside of the United States. Considers the global relationships and environments of business. Includes the overview of cultural, social, political, legal, physical, monetary, labor, competitive and economic forces that come to bear in the multi-national business world. Incorporates guided, on-site visits to international business facilities and/or international business speakers.

345. INTERNATIONAL BUSINESS. (3) Fall. Explores the need to understand and synthesize differing cultures, societal practices, literacy and strategies within the global business community. Examines the multinational business setting embedded in the dynamic nature of global economies, political and environmental forces, trade, monetary systems, human resources and global organizations. Establishes a foundation for understanding global markets and multinational business ventures.

395. INTERNATIONAL MARKETING. (3) Spring. Integrates a "world citizen" perspective to develop and integrate marketing concepts and strategies. Development of the marketing mix in a multinational and global environment, including alliances, strategic partnering and interlinking methodologies. Incorporates sensitivity to cultural differences as part of the daily thought process associated with international marketing management and planning. Prerequisite: MKTG 330.

434. INTERNATIONAL BUSINESS PRACTICUM. (3) Spring. Firsthand experience with companies operating in the international business arena. Field work such as an internship with a global company; overseas study in an approved business program; or guided, on-site visits to international corporate facilities. A final report is required. Prerequisite: Consent of the director of the International Business Program, IB 325 or 345, and IB 395.

MANAGEMENT (MGT)

310. PRINCIPLES OF MANAGEMENT AND SUPERVISION. (3) Fall, Spring, Summer. An introductory study of the functions of management and the operational supervisory skills required in the workplace. Identifying the specific roles of managers and supervisors and the significance of workers. Skill-building exercises relating to delegation, discipline techniques, conducting a meeting, organizational communications, financial responsibility and ethical issues.

332. HUMAN RESOURCE MANAGEMENT. (3) Fall, Spring, Summer. Selection, placement, training, wage administration, performance evaluation, and discharge of employees.

333. COLLECTIVE BARGAINING. (3) On sufficient demand. A review of the history of the labor movement in the United States and other pertinent countries; the legal support systems and regulations; leadership/management responsibilities in negotiated agreements; union and management viewpoints; relationships of grievances, bargaining and arbitration; current labor trends; and projected future developments and forecasts. Prerequisite: MGT 332.

340. ORGANIZATIONAL COMPENSATION. (3) Spring. An application-oriented approach to organizational compensation as administered by human resource professionals. Prerequisite: MGT 332.

345. ORGANIZATIONAL REWARDS AND BENEFITS. (3) Fall. A fundamental understanding of employee benefits, including an application-oriented component; critical thinking and projects will be included in course work. Prerequisite: MGT 332.

354. PRODUCTIONS/OPERATIONS MANAGEMENT. (3) Fall, Spring. The production function of business, including the economics of production, capital investment, research and development, product design and services, and quality management (QM). Specific QM topics addressed include statistical quality control, production inventory planning and control (PIPC) systems, forecasting, and just-in-time inventory management. Other topics include location and design of facilities, energy management, and managing job safety and health. Prerequisite: BUS 265.

365. ENTREPRENEURIAL MANAGEMENT. (3) Fall, Spring. A practical training ground for any major, supplementing academic business training with an emphasis on the entrepreneurial spirit. The class takes an innovative approach to projected market share, sales, production, human resources, financial and management practices to ensure that an entrepreneurial idea is successful in the market place. Prerequisite: Junior or senior standing.

368. MANAGEMENT AND ORGANIZATIONAL BEHAVIOR. (3) Fall, Spring, Summer. Techniques and policies needed to handle human relations problems in business, government, and education. Organizational behavior, motivation, leadership, formal and informal organization, social environment, and communication and group processes.

430. STRATEGIC POLICY. (3) Fall, Spring. Use of case studies to integrate and utilize decision-making concepts and techniques studied in earlier courses. Students will be required to analyze cases to understand current business strategy and implementation. Emphasis on formulation of mission, setting goals and implementation of policies, including global and e-commerce strategies. Prerequisite: Senior standing. This capstone course includes a nationalized exam covering the topics from the business core classes of ACCT 205, 206, BUS 265, 315, 343, ECON 201, 202, MGT 368,

MKTG 330. For this reason, students should complete these courses prior to enrolling in this course. No allowance will be made for material on the nationalized exam from courses not taken by the student. Fee: See class fee schedule.

440. BUSINESS LEADERSHIP. (3) Fall, Spring. Development of leadership skills and qualities. Local and regional business leaders provide insight to development of leadership abilities for the church, community, and profession. Prerequisites: Senior classification and completion of 24 hours business core.

445. LEADERSHIP SEMINAR. (3) Fall. An off-site seminar focusing on leadership aspects of business, community, family and church. This course utilizes guest speakers, discussions, presentations, activities and various books on leadership. Pre-requisite: Senior business student with approval from dean of the College of Business Administration. Fee: See course fee schedule.

475. DISTRIBUTION MANAGEMENT. (3) On sufficient demand. The three areas of operation: receiving, order filling, and shipping. On-site observation and analysis of physical distribution, human resource, loss prevention, and maintenance. Prerequisite: MGT 368.

MARKETING (MKTG)

330. MARKETING. (3) Fall, Spring, Summer. An introductory course. Choosing target markets, assessing their needs, developing products and services, and delivering them at a value to the customer and a profit to the company. Developing a managerial point of view in planning and evaluating marketing decisions.

331. CONSUMER BEHAVIOR. (3) Fall. Sociological and psychological applications in consumer behavior with an emphasis on the relevance of these concepts for the marketing manager. The development of concepts and constructs employed to identify and measure market segments and analyze behavioral patterns of these segments as a basis for marketing strategy. Prerequisite: MKTG 330.

335. BUSINESS-TO-BUSINESS MARKETING. (3) On demand. Study of marketing concepts and strategies for organizational customers in industry, government and institutional settings. Addresses the special challenges of the business-to-business environment such as assessing marketing opportunities, organizational buying processes, organizational buying behaviors and business marketing strategies. Prerequisite: MKTG 330.

347. PROMOTIONAL STRATEGIES. (3) Fall. Promotional methods, including advertising, sales promotions, publicity and sales. Situation analysis, objectives, budgeting, campaign tactics, selection of media and message, measurement of effectiveness, and follow-up evaluation. Prerequisite: MKTG 330.

367. MARKETING INTERNSHIP. (1-3) Summer or sufficient demand. Practical experience in a marketing environment that enhances the academic training received in the

classroom. Three hours of credit requires 320 hours on the job. Credit is given upon approval of a written report and a debriefing session. Prerequisite: 6 hours of marketing and 6 hours of business courses.

380. MARKETING DYNAMICS. (3) Spring. The application of marketing principles in a variety of environments including retail, business-to-business, services, nonprofit, promotions and advertising. Prerequisite: MKTG 330.

390. SELECTED MARKETING TOPICS. (3) Offered on sufficient demand. The exploration of contemporary marketing issues, current trends or emerging concepts in the marketing profession. Topics will vary. This course may be taken more than once for credit with department chair approval. Prerequisite: 6 hours of marketing or consent of instructor.

400. MARKETING RESEARCH. (3) Fall. Research methodology and the application of current research techniques in solving marketing problems. Includes research project encompassing all aspects of research from problem definition to report presentation. Prerequisite: BUS 265 and completion of 6 hours of marketing courses.

455. MARKETING STRATEGY. (3) Spring. A capstone seminar covering the application and integration of marketing strategy and philosophy; including marketing analysis, planning and implementation. A marketing project and presentation will be completed. Prerequisite: Senior marketing or sales major, or consent of instructor.

PROFESSIONAL SALES (PRS)

336. PRINCIPLES OF SALES. (3) Fall, Spring. Basics of personal selling are examined with emphasis on understanding the buyer, selling environment, selling techniques and personal selling fundamentals.

371. RELATIONSHIP STRATEGIES. (3) Spring. Developing an understanding of relationship strategies; adjusting one's own behavior to fit a prospect or customer's needs.

398. SALES MANAGEMENT. (3) Fall. Administrative functions performed by the sales force director, including personnel selection, initial training and ongoing development, compensation, supervision, counseling, improving sales performance, scheduling activities of salespersons, and evaluation and control of performance. The relationship between sales and other parts of the organization. Prerequisite: PRS 336.

405. INTERNSHIP II. (3) Summer. Internship with a professional sales organization to gain on-the-job experience. The organization is chosen by the student and department head; supervision is by a faculty member. A written report is required. A minimum of 320 on-the-job hours is required. Prerequisites: PRS 336, 371.

440. SENIOR COLLOQUIUM. (3) Fall, Spring. A pragmatic classroom application of success principles including advanced communications, negotiations, and sales simulations. Students participate in seminar workshops hosted by successful salespersons. Prerequisite: PRS 371.

Cannon-Clary College of Education

DEAN: Lewis "Tony" Finley, Ed.D.

ASSISTANT DEAN: Raymond "Donny" Lee, Ed.D.

DISTINGUISHED PROFESSOR:

Betty Watson, Ed.D.

Director of Early Childhood Education

PROFESSORS:

Maribeth Downing, Ph.D.

Lewis "Tony" Finley, Ed.D.

Assistant Vice President for Adult and Extended Education

Director of Center for Math and Science Education

Jan Morgan, Ed.D.

Chair of Teacher Education, Director of Middle Level Education and Special Education

Gordon Sutherland, Ed.D.

ASSOCIATE PROFESSORS:

Jenene Alexander, Ed.D., N.C.S.P., L.P.C.

Director of Graduate Counseling

David Bangs, Ed.D.

Cecil Boothe, Ed.S.

Director of Professional Center, Bentonville, Ark.

Clara Carroll, Ed.D.

Chair of Professional Field Experiences

Carol Douglass, Ed.D.

Chaney Floyd, Ed.D.

Raymond "Donny" Lee, Ed.D.

Linda Thornton, Ed.D.

Assistant to the Dean and NCATE Coordinator

Kieth Williams, Ed.D.

Director of Educational Leadership

ASSISTANT PROFESSORS:

Usenime Akpanudo, Ed.D.

Patrick A. Bashaw, M.Ed.

Chair of Graduate Studies in Education

Wendy Ellis, M.Ed.

Connie Elrod, M.Ed.

Director of Professional Center, North Little Rock, Ark.

Allen Henderson, M.Ed.

Assistant Director of Center for Math and Science Education

Karen Horton, M.Ed.

Director of Thornton Resource Center

Todd Patten, M.S., L.P.C.

Christine Pruitt, M.Ed.

Director of Advance Program

Ken Stamatis, M.Ed.

Director of Graduate Reading

Mike Wood, M.Ed.

Eugene Wright, Ph.D., LPCC

INSTRUCTORS:

Penny McGlawn, M.Ed.

Cheri Smith, M.Ed.

ASSISTING FROM OTHER DEPARTMENTS:

Fleming Bell, Ph.D.

Rodger Lee Brewer, Ph.D.

J. Warren Casey, Ph.D.

Julie Harris, Ph.D.

John Keller, Ph.D.

Robin Miller, M.F.A.

Jessica Moore, D.A.

Dean Priest, Ph.D.

Keith Schramm, Ph.D.

The mission of the College of Education is to equip and sustain reflective, lifelong learners who are competent, confident, compassionate and courageous professionals, who, in turn, will inspire and enable those they serve.

The Cannon-Clary College of Education strives to develop principled professionals who possess the knowledge, skills and disposition to:

1. Integrate their faith, learning and living to serve their communities as models and mentors for moral and ethical leadership.
2. Respect and recognize variance in those they serve and have knowledge and skills to accommodate those variances.
3. Develop critical thinking skills within those they serve so they can make responsible choices about their learning and behavior.
4. Challenge themselves to grow professionally through rigorous study, reading, reflection and research.
5. Possess superior knowledge of the discipline(s) they teach or practice as well as a general knowledge of all disciplines.
6. Seek to establish collegial relationships for meaningful collaboration.

7. Effectively use and apply emerging technologies in changing environments.
8. Possess skills which enable them to effectively serve in a variety of settings.

PROGRAM OVERVIEW

Administration: The dean of the College of Education is the chief administrator and certification officer of the College of Education. The Administrative Council for Teacher Education (ACTE), comprising both faculty and students, formulates policies and coordinates aspects of the Teacher Education Program and is chaired by the dean of the College of Education. The Committee on Admission and Retention to Teacher Education (CARTE) recommends criteria in this area, applies the policies adopted by ACTE and is directed by the chair of Teacher Education.

Undergraduate: The College of Education offers programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Music Education degrees.

Teaching areas are available in early childhood education, middle-childhood/early adolescence education and secondary areas of licensure. A program of studies leading to a special education endorsement may be added to any level. A student may add an early childhood special education endorsement (ages 0-8) or a middle/secondary special education endorsement (grades 4-12). Secondary content areas include licensure in art, life science/earth science, physical science/earth science, English/language arts, French, kinesiology/ health/coaching, mathematics, music education, social science, Spanish, drama/speech, and family and consumer sciences. Students may add endorsements to each level by meeting Arkansas licensure requirements in Teaching English as a Second Language (TESL), special education, or coaching.

Arkansas Teacher Licensure: Students completing the Teacher Education Program (which includes, but is not limited to successfully meeting competencies for novice teachers, field experiences, student teaching, Arkansas cut-scores on appropriate Praxis assessments, and degree conferred) in early childhood, middle childhood/early adolescence education or secondary education will be recommended for initial Arkansas Licensure for one to three years. During this induction time the teacher will be mentored by in-school

mentors and evaluated by an ETS Praxis III assessor. Upon successful completion of an evaluation, the candidate will be eligible for a standard five-year Arkansas teaching license in their field. These candidates must take MATH 151 and EDFD 203 in the General Education Program.

Graduate Studies: The College of Education offers the following types of degrees: Educational Doctorate, Educational Specialist, Master of Arts in Teaching, Master of Education, the Master of Science, or Master of Science in Education degrees with majors in elementary education, district and building level educational leadership, reading, secondary education, early childhood education, early childhood special education, secondary/middle level special education, and school counseling. Please confer with the chair of graduate studies for current offerings. The University is extending educational opportunities beyond the Searcy campus. Enrollment, advisement, and degree program information are provided by the Searcy campus. For information concerning endorsements and licensure in educational leadership, including building level and district level, TESL, gifted and talented education, reading, and courses through distance learning, contact the office of Graduate Studies in Education, Box 12261, Harding University, Searcy, AR 72149-2261 or e-mail gradstudiesedu@harding.edu.

Accreditation: The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, programs leading to licensure are approved by NCATE and the Arkansas Department of Education.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

All students seeking licensure must apply for and be admitted to the Teacher Education Program. Criteria for admission to and retention in the Teacher Education Program include emotional stability; ability to communicate effectively through speaking and writing; personal, social, moral, and ethical fitness; general intellectual ability; and pre-teaching field experiences.

To be admitted to the Teacher Education Program, a student must:

1. Be enrolled at Harding University.

2. File a formal application for admission into the program with the chair of teacher education. Transfer students who plan to teach should make application for admission to the Teacher Education Program if they have completed 45 semester hours of required work. Admission to the Teacher Education Program is a prerequisite for admission to all required professional education courses except EDFD 202, 203, 311 and SPED 303.

The following deadlines apply to applications for the Teacher Education Program:

Fall semester	August 1*
Spring semester	November 1
Summer semester	April 1

*Students planning to enroll for the first time in education courses (except EDFD 202, 203, 311 and SPED 303) for the fall semester should apply for admission to the Teacher Education Program in Thornton Education Center 130 during the previous spring semester.

3. Submit a curriculum plan showing a program of study approved by the academic adviser to the chair of Teacher Education in the student's field in Thornton Education Center 130.
4. Have at least a 2.5 GPA at the time of admission and complete the Praxis I with scores at or above the following: Reading, 172; Writing, 173; Mathematics, 171.
5. Demonstrate proficiency in English by completing ENG 113 and 211 with a minimum grade of "C."
6. Demonstrate proficiency in oral communication by completing COMO 101 with a minimum grade of "C."
7. Demonstrate proficiency in mathematics by completing MATH 151 with a minimum grade of "C." **MATH 200 will not meet this requirement.**
8. Complete EDFD 202 and 203 with a minimum grade of "C."
9. Be free of mental or physical conditions inimical to effective teaching.
10. Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation from University personnel are used, and special interviews may

be required to make evaluations in these areas. In addition, information obtained from the instructors of EDFD 202, the dean of students and the University faculty will be used.

11. Have a recommendation form completed by the chair or the chair's designee of the student's appropriate major academic area and two faculty members from whom courses have been or are being taken.

ACTE may impose further standards not specified in this catalog or change present standards as the need arises in order to conform to the standards of NCATE and the regulations of the Arkansas Department of Education for teacher licensure. Such changes become a part of the Teacher Education Program requirements at the time specified by the council or Arkansas Department of Education (ADE).

TO BE RETAINED IN THE TEACHER EDUCATION PROGRAM

Continuation in the Teacher Education Program is predicated upon maintaining the requirements for initial admission to the program. Failure to maintain these requirements will result in probation or suspension from the Teacher Education Program.

At the end of each semester, the names of students applying for admission into the teacher education program and the names of those already admitted will be sent to the dean of students requesting that the office note those, if any, whose behaviors required administrative action. In addition, the chair of teacher education will monitor students' overall GPA and GPA in their majors to ensure continued compliance with a minimum GPA of 2.5 in each.

If a student's end-of-the-semester GPA falls below the required 2.5, the student will be dropped from the program and must re-apply for admission.

If there is an indication of inappropriate behavior, questionable personal characteristic or concern, the CARTE committee will determine what action, if any, should be taken. Choice of actions may include one of the following:

1. Monitor specific behaviors or accomplishments.
2. Arrange an interview with a committee composed of representatives from CARTE, one student, one faculty member from the student's

academic major and one faculty member from the College of Education.

3. Place student on probation with specific expected behavior, course of study, minimum GPA required, or other action to be completed in order to continue in teacher education.
4. Drop student from the teacher education program. This would also result in the student being unable to complete the student-teaching semester.

TEACHER EDUCATION APPEALS PROCESS

1. The Admission and Retention Committee will notify in writing the decision regarding a student's admission, terms of probation for admission, or suspension from the Teacher Education Program or the student teaching semester.
2. Notice of probation or suspension may be appealed in writing within 24 hours to the chair of the Administrative Council for Teacher Education, or the student forfeits that right. Also, a student who fails to appear within 15 minutes of the arranged time and place of the appeals meeting will forfeit the right of appeal.
3. The chair of the Administrative Council for Teacher Education shall schedule a time and place for the appeals meeting with the student and members of the committee. The appeals meeting should take place as soon as possible, but not sooner than 24 hours after the appeal is made. A quorum shall consist of one-half plus one of the members of the committee. In every way, the appeal shall be conducted in a fair, orderly and reasonable manner.
4. The chair of the Administrative Council for Teacher Education shall conduct the meeting and shall vote only in case of ties.
5. A student who appeals shall be required to affirm the truth of his or her testimony.
6. A student is permitted a maximum of two witnesses. Witnesses shall be required to affirm the truth of their testimony. The committee may also call two witnesses.
7. The appeal shall be recorded. Students and witnesses will affirm that they understand that the session will be recorded.
8. Both parties shall have reasonable opportunity for questioning of witnesses.

9. Presentation of the appeal shall be as follows:
 - a. The nature of the probation or suspension will be presented by the chair of the Admission and Retention Committee.
 - b. The student states his or her reasons for making the appeal.
 - c. Both student and chair may be questioned by the committee.
 - d. After all questions have been asked, both student and chair will give brief closing remarks.
10. The meeting will be open to the appealing party, witnesses with relevant information to present, and members of the Administrative Council for Teacher Education. Neither legal counsel, guardian, nor parents of the student making the appeal shall be permitted to appear before this committee.
11. Following the appeal, the Administrative Council for Teacher Education will meet in closed session. The committee will inform the student of its decision in writing. This decision shall be final.

ADMISSION TO THE SUPERVISED TEACHING SEMESTER

Admission to the Teacher Education Program does not guarantee retention.

At least one semester before the supervised teaching semester, request for admission to supervised teaching must be made by filing the required application forms with the chair of teacher education. The following deadlines apply: For supervised teaching during a fall semester, applications must be submitted by March 1. For supervised teaching during a spring semester, applications must be submitted by October 1. If the student does not student teach the semester of application, the student must reapply for student teaching.

Applicants for the supervised teaching semester in Early Childhood Education must complete EDFD 202*, 203, 311*; SPED 303; ELED 314, 408, 410, 411, 420; RDNG 350, 412, 413; BIOL 408, MATH 240, SPED 414, and 4 courses selected from ART 211, COMD 214, FCS 351, GEOG 302 or 303, MUS 316, and KINS 330 (for Early Childhood Education) or HED 203 (for MCEA), prior to the supervised teaching semester.

Applicants for the supervised teaching semester in Middle Childhood/Early Adolescence Education must complete EDFD 202*, 203, 311*; SPED 303; ELED 314, 408; RDNG 412, 413; HIST 336; BIOL 408, MATH 240, SEED 416, GEOG 302 or 303, HED 203 prior to the supervised student teaching semester.

Middle Childhood/Early Adolescence Education majors in integrated mathematics/science and English/language arts/social science must also have completed all content courses. (See Middle Level Curriculum menus.)

Applicants for the supervised teaching semester in Secondary Education, except for family and consumer sciences majors, must complete EDFD 202*, 203, 311*; SEED 314; and one course from SEED 419-430. (Special methods courses are offered only once a year.) Students in family and consumer sciences must complete EDFD 202*, 311*; SEED 314*, 424; and FCS 322 or 323. Students must also complete their content major and the minimum Arkansas licensure requirements in the subject-matter area in which supervised teaching is to be done.

*EDFD 202 *should be* and EDFD 311 *must be* taken at Harding University.

To be admitted to and to complete the supervised teaching semester, students must:

1. Be admitted to the Teacher Education Program.
2. File a formal application for admission in the Teacher Education Office, Thornton Education Center 130, before the listed deadlines.
3. Have approval of the adviser in their major.
4. File in the office of the chair of undergraduate teacher education a curriculum plan showing a program of study which has the approval of both their major and professional advisors.
5. Complete all catalogued prerequisites to the supervised teaching semester.
6. Complete Arkansas licensure and College of Education requirements in their academic major. Family and consumer sciences majors must have 32 hours of the family and consumer sciences requirements completed.
7. Have at least a 2.5 GPA.
8. Have at least a 2.5 GPA in the major and additional licensure area. For the early childhood (P-4), middle childhood/early adolescence (4-8)

and secondary education (P-12 or 7-12) majors, have at least a 2.5 GPA in the professional, content and specialization courses required for the major.

9. Have a minimum grade of "C" in each required professional education course, including all field experiences.
10. File a request for degree with the registrar.
11. It is highly recommended that PRAXIS II exams be taken before student teaching.*

*PLT after completing EDFD 311; specialty area exams of content coursework should be completed prior to student teaching in that area.

SUPERVISED TEACHING SEMESTER

During the supervised teaching semester, early childhood majors must enroll in SPED 419 and ELED 441. Middle Childhood education majors must enroll in ELED 442 and SPED 419. Special education (mildly disabled) endorsements will require enrollment in SPED 419 and 481. Secondary education majors must enroll in SEED 417, 419-431, 451 or 461, 480; and SPED 418. Special Methods for Secondary Teachers, SEED 419-431, must be taken prior to or concurrent with the supervised teaching semester. These are only offered once during a calendar year. Courses required in the supervised teaching semester must be taken in residence at Harding unless otherwise approved by the dean of the College of Education. Candidate must make a "C" or better in the above professional education courses and field experiences courses.

The maximum credit that can be earned during the supervised teaching semester is 16 hours.

LICENSURE EXAMINATIONS

All candidates in the Teacher Education Program must take the Praxis II Principles of Learning and Teaching and the appropriate Specialty Area Tests. English, Life/Earth Science, Math, Physical/Earth Science and Spanish are NOT required to take the Praxis II Principles of Learning and Teaching due to the fact that these areas require a Pedagogy exam. By action of the Arkansas General Assembly, appropriate Praxis I scores and Praxis II scores must be submitted to the Arkansas Department of Education in each

area for which licensure is sought. The Arkansas Department of Education has set minimum scores that must be achieved on the various sections of the Praxis I and Praxis II in order for candidates to obtain licensure in Arkansas. Individual students' score reports must be on file in the Office of Institutional Testing and Research. Praxis III assessment will be after the first year of employment in a teaching position.

**BACHELOR OF ARTS DEGREE
EARLY CHILDHOOD P-4 (ECED)
MAJORS**

REQUIREMENTS	HOURS
Liberal Arts:	51

ART 101; MUS 101; KINS 101; One KINS activity; GEOG 302 or 303; HIST 101 or 102, 110 or 111; POLS 205; BIOL 111 or 113; PHS 111 or 116; MATH 151; COMO 101; ENG 113, 211, and 201 or 202; One 3-hour Global Literacy course; EDFD 203 (required in place of PSY 201, is counted below in the hours required for the major); Bible (8 hours of textual Bible including one 2-hour Old Testament course).

Major:	72
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EDFD 202; 203; (EDFD 202 and 203 must be taken before admittance to the Teacher Education Program.) RDNG 350; MUS 316; ART 211; MATH 240; KINS 330; EDFD 311; SPED 303; COMD 214; FCS 351. To be taken after admittance to the Teacher Education Program: ELED 314, 408, 410, 411, 420; BIOL 408; RDNG 412, 413; SPED 414. Supervised teaching semester: ELED 441 and SPED 419. Bible is not required during the supervised teaching semester.

Electives	5
TOTAL HOURS	128

**MIDDLE CHILDHOOD/EARLY ADOLESCENCE
MATH/SCIENCE MAJORS 4-8 (MLMS)***

REQUIREMENTS	HOURS
Liberal Arts:	52

ART 101; MUS 101; KINS 101; One KINS activity; GEOG 302 or 303; HIST 101 or 102, 110 or 111; POLS 205; BIOL 113; PHS 110, 111; MATH 151; COMO 101; ENG 113, 211, and 201 or 202; One 3-hour Global Literacy course; EDFD 203 (required in place of PSY 201, is counted below in the hours required for the major); BIBLE (8 hours of textual Bible including one 2-hour Old Testament course).

Major:	72
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EDFD 202; EDFD 203 (EDFD 202 and 203 must be taken before admittance to the Teacher Education Program.); BIOL 121 or 122; PHS 116 or CHEM 114; MATH 152 and 200, or 201; MATH 240, 270, 290; HED 203; HIST 336; EDFD 311; SPED 303. To be taken after admittance to the Teacher Education Program: ELED 314, 408, RDNG 412, 413; BIOL 408; SEED 416. Supervised teaching semester: ELED 442; SPED 419.

Electives	4
TOTAL HOURS	128

*Pending approval of the Arkansas Department of Education

MIDDLE CHILDHOOD/EARLY ADOLESCENCE ENGLISH/LANGUAGE ARTS/SOCIAL SCIENCE MAJORS 4-8 (MLES)*

REQUIREMENTS

Liberal Arts:

ART 101; MUS 101; KINS 101; One KINS activity; GEOG 302 or 303; HIST 101, 110 or 111; POLS 205; BIOL 113; PHS 110, 111; MATH 151; COMO 101; ENG 113, 211, and 201 or 202; One 3-hour Global Literacy course; EDFD 203 (required in place of PSY 201, is counted below in the hours required for the major); BIBLE (8 hours of textual Bible including one 2-hour Old Testament course).

Major:

EDFD 202, 203 (EDFD 202 and 203 must be taken before admittance to the Teacher Education Program); BIOL 111 or 121 or 122; HED 203; EDFD 311; HIST 102, 336; MATH 240, 270, 290; SPED 303. To be taken after admittance to the Teacher Education Program: ELED 314, 408; RDNG 412, 413; BIOL 408; ENG 420; SEED 416; TESL 433. Supervised Teaching Semester: ELED 442; SPED 419.

Electives

TOTAL HOURS

HOURS

52

72

4
128

*Pending approval of the Arkansas Department of Education

EARLY CHILDHOOD/SPECIAL EDUCATION ENDORSEMENT

Students seeking special education endorsement for early childhood education (age 0-9) must take 18 hours of the following: SPED 400, 407, 408, 409, 415, 481.

MIDDLE LEVEL/SECONDARY SPECIAL EDUCATION ENDORSEMENT

Students seeking special education endorsement for middle level or secondary education (grades 4-12) must take 21 hours of the following: COMD 250, SPED 400, 407, 408, 409, 415, 481.

SECONDARY EDUCATION ADOLESCENCE/YOUNG ADULT (SEDU) (grades 7-12)

Students seeking licensure to teach in secondary schools must major in a secondary teaching area. Areas of licensure for secondary (grade 7-12) and P-12 (age 3-grade 12) include the following: art (P-12); drama/speech (7-12); English/language arts (7-12); family and consumer science (7-12); foreign language (Spanish and French), (7-12); kinesiology/ health/coaching (P-12); life science/earth science (7-12); mathematics (7-12); music (vocal or instrumental), (P-12); physical science/earth science (7-12); social studies (7-12); special education endorsement (4-12). Most majors require a minor. The program must include EDFD 202, 203, 311; SEED 314, 417, one course from 419-431, 451 (7-12) or 461 (P-12), 480; SPED 418, 3 additional hours from global literacy (GEOG 302/303 is recommended); and 6 hours of physical education, including HED 203 and 3 hours of physical education activity. Students seeking initial and additional licensure must meet current Arkansas licensure and College of Education requirements in that teaching field as announced by ADE.

EDUCATION FOUNDATIONS (EDFD)

202. THE TEACHING PROFESSION AND TECHNOLOGY - FIELD EXPERIENCE I. (3) Fall, Spring. An introductory course for the profession of teaching. The course is designed to assist students make career decisions in education and to develop technology skills for the 21st century classroom. Requires 16 hours of field and clinical experience. Introduction of the Pathwise model is introduced through frameworks of teaching with inclusion of the four Pathwise domains in all courses to follow. (Replaces EDFD 201, Spring 2000). Fee: See course fee schedule.

203. CHILD AND ADOLESCENT DEVELOPMENT. (3) Fall, Spring, Summer. The physical, cognitive, and emotional development of children from conception through adolescence. Child and adolescent development as related to the school setting. Cannot be taken by correspondence. Students must complete 15 hours of observation and an application for admission to the Teacher Education Program.

Fee: See course fee schedule.

311. PRINCIPLES OF LEARNING AND TEACHING.

(4) Fall, Spring, Summer. Comprehensive in nature, this course examines stage development, educational psychology, learning, intelligence, and motivational theories. Building upon this theoretical base and integrating technological expertise, this course provides constructivist experiences in effective teaching models, instructional strategies, and school law and inclusion of the Pathwise model domains within the context of diverse student populations. In addition, 15 hours of field experiences provide students opportunity for integrating specific cases with classroom materials. This course offers a framework for initial classroom experiences and structure to assist the experienced teacher. EDFD 311 must be completed in residence at Harding and cannot be taken by correspondence. Prerequisites: EDFD 202, 203.

320. EDUCATIONAL TECHNOLOGY. (1) Spring, only on sufficient demand. Technical problems related to audio-visual equipment. The value and importance of media to learning. Technology use in actual teaching situations. Laboratory periods to be arranged. Fee: See course fee schedule.

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

450. STUDIES IN EDUCATION. (1-3) Specialized study in a particular field. May be taken for a maximum of 6 hours.

EARLY CHILDHOOD (P-4) AND MIDDLE CHILDHOOD/EARLY ADOLESCENCE (4-8) (ELED)

314. CLASSROOM MANAGEMENT AND ASSESSMENT - FIELD EXPERIENCE II. (3) Fall, Spring. Forty clock hours of field and clinical experiences along with 2 hours of classroom experience per week are required. Classroom management, assessment, and frameworks of teaching are major components of this course. It is recommended that this course be taken the semester immediately prior to student teaching. Prerequisites and requisite: Admission to the Teacher Education Program, completion of EDFD 311 or consent of dean, and to be taken the semester prior to student teaching. Fee: See course fee schedule.

381. EARLY CHILDHOOD PRACTICUM. (3) Fall, Spring, Summer. Four weeks of teaching, or its equivalent, in a classroom situation under the supervision of a qualified, Pathwise-trained cooperating teacher. Available to students who need an early childhood experience for licensure. May be repeated. Prerequisites: EDFD 202, 203, 311; ELED 410, 411, 420, 15 hours from ART 211, BIOL 408, ELED 408, RDNG 350, GEOG 302 or 303, MATH 240, MUS 316, KINS 330, and junior standing. Fee: See course fee schedule.

383. EARLY CHILDHOOD PRACTICUM. (6) Fall,

Spring. Same as 381 except 200 hours are spent teaching preschool children. Must be taken by students who have completed or will complete ELED 442 in grade 4 or higher. Prerequisites: Same as 381. Fee: See course fee schedule.

408. INTEGRATING MATHEMATICS AND SCIENCE FOR THE P-8 TEACHER.

(1) Fall, Spring. A laboratory designed to assist P-8 teachers in creating successful learning environments for students, promote professional growth for teachers involving mathematics and science content and instructional strategies, and provide instruction in the use of appropriate mathematics and manipulatives, calculators, science equipment, and technology in the P-8 classroom. Prerequisites: MATH 151, 240 and admission to the Teacher Education Program. Corequisite: BIOL 408. Fee: See course fee schedule.

410. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION.

(3) Fall, Spring, Summer. A study of the history, theorists, program models, developmentally appropriate practices, and current research studies which form the foundations for educational practices with young children from birth through age 8. An emphasis will be placed on the integrated curriculum and alignment with state and national guidelines for Arkansas licensure which is P-4. Observation hours are required. Prerequisite: Admission to the Teacher Education Program.

411. EARLY CHILDHOOD CURRICULUM DESIGN AND ASSESSMENT.

(3) Fall, Spring, Summer. A study of the early childhood curriculum and its alignment with state frameworks, educational theories and national guidelines. Methods and materials for designing developmentally appropriate learning opportunities, differentiating instruction, and assessing learning in the various areas of early childhood curriculum will be modeled. The importance of play, the uses of technology, and the inclusion of multicultural considerations will be embedded in the course. Prerequisites: Admission to the Teacher Education Program, ELED 410, and EDFD 311.

420. INTERDISCIPLINARY APPROACH TO TEACHING ARKANSAS HISTORY.

(3) Fall, Spring, Summer. P-8 education majors to develop an appropriate social studies curriculum for diverse cultures, select teaching strategies that facilitate learning and encourage critical thinking skills, and integrate social studies into the total curriculum. Arkansas history and economics are embedded in this course. Students organize units of instruction, prepare lesson plans and projects, and present their work to the class. Prerequisite: Admission to the Teacher Education Program and EDFD 311.

441. SUPERVISED TEACHING — EARLY CHILDHOOD (Grades PK-4).

(6-12) Fall, Spring. A semester of teaching in an early childhood classroom under the supervision of a qualified, Pathwise-trained cooperating teacher. Prerequisites: ART 211; BIOL 408; EDFD 202, 203, 311; ELED 314, 408, 420; GEOG 302 or 303; KINS 330; MATH 151, 240; MUS 316; RDNG 350, 412, 413; and admission to the supervised teaching semester. Transfer

students who took EDFD 202, 203, or 311 elsewhere may be requested to do additional laboratory work in courses taken in residence here. Application to the supervised teaching semester must be filed with the director of field experiences prior to the semester in which supervised teaching is to be done. The maximum credit that can be earned during the supervised teaching semester is normally 15 hours, but the dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester are accepted only upon approval of the dean. Fee: See course fee schedule.

442. SUPERVISED TEACHING — MIDDLE CHILDHOOD/EARLY ADOLESCENCE (Grades 4-8). (6-12) Fall, Spring. A semester of teaching in a 4-8 classroom under the supervision of a qualified, Pathwise-trained cooperating teacher. Prerequisites and requirements: EDFD 202, 203, 311; SPED 303; ELED 314, 408; BIOL 408; RDNG 412, 413; HIST 336; MATH 240; SEED 416; GEOG 302 or 303; HED 203 and complete the Middle Level Math/Science menu or English/Language Arts/Social Science menu.

482. MIDDLE CHILDHOOD/EARLY ADOLESCENCE PRACTICUM. (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a classroom situation under the supervision of a qualified, Pathwise-trained cooperating teacher. Available to students who need a middle school field experience for licensure. May be repeated. Prerequisites: Same as ELED 442 and junior standing. Fee: See course fee schedule.

READING (RDNG)

100-level courses listed in this section are designed for the ADVANCE program.

100. ACADEMIC READING I. (2) Fall, Spring. Mastering basic skills in reading, including reading efficiency and flexibility, reading selectively, increasing comprehension, developing vocabulary, interpreting and evaluating reading material.

101. ACADEMIC READING II. (2) Fall, Spring. Designed for students reading at near college level. Advanced practice and instruction in reading rate, vocabulary, comprehension, critical analysis and study reading.

102. LAB. (1) This lab must be taken concurrently with RDNG 100. May be repeated without enrolling in RDNG 100.

103. LAB. (1) This lab must be taken concurrently with RDNG 101. May be repeated without enrolling in RDNG 101.

350. CHILDREN'S LITERATURE. (3) Fall, Spring. Types and sources of children's literature. Extensive reading necessary to acquaint prospective teachers with the wealth of material available in the field. Procedures in the teaching of literature to children.

412. EMERGENT LITERACY. (3) Fall, Spring, Summer.

Teaching integrated language arts in the P-8 grades with an emphasis on understanding the nature of reading and writing, phonics, and literature-based instruction. Prerequisite: Admission to the Teacher Education Program.

413. LANGUAGE ARTS AND LITERACY. (3) Fall, Spring, Summer. Teaching integrated reading and writing in the upper P-8 grades with emphasis on teaching reading in the content areas, including study skills, teaching strategies, assessment procedures, and remediation techniques. Prerequisites: RDNG 412 and admission to the Teacher Education Program.

SECONDARY EDUCATION (SEED)

314. CLASSROOM MANAGEMENT AND ASSESSMENT - FIELD EXPERIENCE II. (3) Fall, Spring. Forty clock hours of field and clinical experiences along with two hours of classroom experience per week are required. Classroom management, assessment and frameworks of teaching are major components of this course. It is recommended that this course be taken the semester immediately prior to student teaching. Prerequisite and requisite: Admission to the Teacher Education Program, completion of EDFD 311 or consent of dean and to be taken the semester prior to student teaching. Fee: See course fee schedule.

416. THE MIDDLE SCHOOL. (3) Fall, Summer. Methods and materials of teaching in the middle school. Organization and development of the middle school curriculum. Exploration of future trends in the subject-field content through discussion, problem solving, and projects. Prerequisite: Admission to the Teacher Education Program.

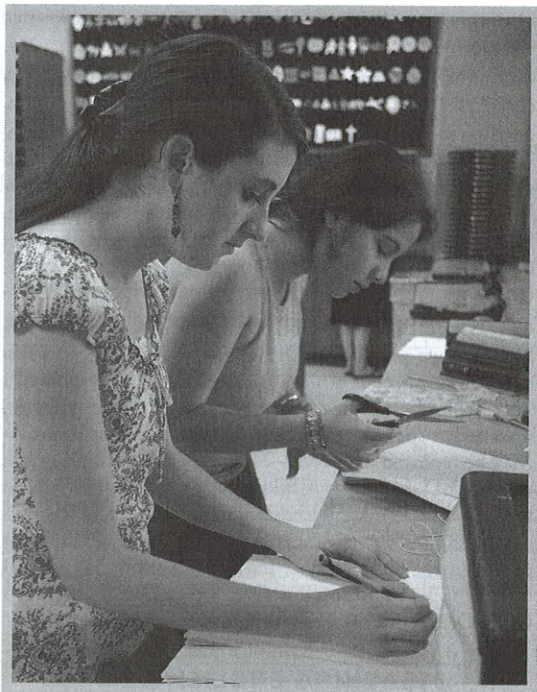
417. CLASSROOM ASSESSMENT. (2) Fall, Spring. Problems of evaluation. Grading systems. Construction and evaluation of tests. Uses and interpretation of test results. Prerequisites: Same as for SEED 451/461. Should be taken during the supervised teaching semester; exceptions must be approved by the dean. Prerequisite: Admission to the Teacher Education Program.

419-430. SECONDARY METHODS COURSES (SEED)

Courses numbered 419-430 deal with the curriculum and methods of teaching secondary school subjects. A general or special methods course is either a prerequisite or a corequisite to the supervised teaching semester. Prerequisite: Admission to the Teacher Education Program and EDFD 311.

419. TEACHING MODERN FOREIGN LANGUAGE. (3) Spring. Methods and materials of teaching a foreign language in the secondary school. Fee: See course fee schedule.

420. TEACHING ART. (3) Spring. Methods and materials of teaching art in the secondary school. Fee: See course fee schedule.



423. TEACHING ENGLISH. (3) Spring. Methods and materials of teaching English in the secondary school. Fee: See course fee schedule.

424. TEACHING VOCATIONAL FAMILY AND CONSUMER SCIENCES. (3) Spring. Methods and materials of teaching vocational and occupational family and consumer sciences in the middle and secondary school. Collection and organization of teaching materials, evaluation, teaching aids, equipment, and management of the department. Fee: See course fee schedule.

425. TEACHING MATHEMATICS. (3) Spring. Methods and materials of teaching mathematics in the secondary school. Fee: See course fee schedule.

426. TEACHING MUSIC. (3) Spring. Knowledge and understanding of music assessment, curricula, scheduling, motivation, discipline, budgeting, administrative skills, and the development of a philosophic basis for teaching music in secondary schools. Fee: See course fee schedule.

427. TEACHING KINESIOLOGY. (3) Spring. Methods and materials of teaching physical education in secondary schools and the organization of physical education programs. Fee: See course fee schedule.

428. TEACHING SCIENCE. (3) Fall. Methods and materials of teaching science in the secondary school. Fee: See course fee schedule.

429. TEACHING SOCIAL SCIENCE. (3) Spring. Methods and materials of teaching social science in the secondary school. Fee: See course fee schedule.

430. TEACHING SPEECH. (3) Fall, Spring. Methods and materials of teaching speech at the secondary level. Speech fundamentals, public speaking, discussion, debate, interpretation, radio, and drama. Fee: See course fee schedule.

451. SUPERVISED TEACHING: SECONDARY (7-12). (8) Fall, Spring. Twelve weeks of teaching in a secondary school under the supervision of a qualified, Pathwise-trained cooperating teacher. Prerequisites: EDFD 202, 203, 311, one course from 419-431, and admission to the supervised teaching semester. SEED 419-431 may be taken concurrently. Transfer students who took EDFD 311 elsewhere may be required to complete additional laboratory work in courses taken in residence here. Application to the supervised teaching semester must be filed with the director of field experiences prior to the semester in which supervised teaching is to be done. The maximum credit which can be earned during the supervised teaching semester is normally 17 hours, but the dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the dean. Fee: See course fee schedule.

461. SUPERVISED TEACHING P-12. (8) Fall, Spring. All students seeking licensure in art, kinesiology or music must take SEED 461. Course description is the same as 451. Fee: See course fee schedule.

480. THE PROFESSIONAL EDUCATOR-SECONDARY. (1) Fall, Spring. Meets throughout the supervised teaching semester. Opportunities for relating content in classroom management, instructional strategies, cross-cultural experiences, diagnosing and remediating learning problems, and including children with exceptionalities to actual experience. Required of all student teachers during supervised teaching semester.

481. STUDENT TEACHING PRACTICUM. (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a regular high school situation under the supervision of a qualified Pathwise-trained cooperating teacher. Available only to students who need more than the normal 12 weeks of teaching. May be repeated as needed. Prerequisite: Admission to the supervised teaching semester. Fee: See course fee schedule.

SPECIAL EDUCATION (SPED)

303. TEACHING THE CHILD WITH EXCEPTIONALITIES. (3) Fall, Spring. Children considered to be exceptional, in reference to educational and psychological needs, with discussion of all phases and concepts of exceptionality.

314. CLASSROOM MANAGEMENT AND ASSESSMENT – FIELD EXPERIENCE II. (3) Fall, Spring. Forty clock hours of field and clinical experiences along with 2 hours of classroom experience per week are required. Classroom management, assessment and frameworks of teaching are major components of this course. It is recom-

mended that this course be taken the semester immediately prior to student teaching. Prerequisite and requisite: Admission to the Teacher Education Program, completion of EDFD 311 or consent of dean, and to be taken the semester prior to student teaching. Fee: See course fee schedule.

400. ASSESSMENT OF THE CHILD WITH EXCEPTIONALITIES. (3) Spring. Procedures for assessing children who are exceptional, with emphasis on the interpretation and application in the educational process. Prerequisite: Admission to the Teacher Education Program.

407. BEHAVIORAL MANAGEMENT. (3) Fall. Behavior modification and classroom management techniques. Student evaluation and diagnosis. Construction and interpretation of test results. Prerequisite: Admission to the Teacher Education Program, except for speech pathology majors.

408. NATURE AND NEEDS OF THE CHILD WITH EXCEPTIONALITIES. (3) Fall. Problems encountered by children with learning problems. Educational, social, and psychological development needs. Prerequisite: Admission to the Teacher Education Program.

409. EDUCATIONAL PROCEDURES FOR CHILDREN WITH EXCEPTIONALITIES. (3) Fall. This course is designed to prepare the professional educator to effectively teach the range of students found in the typical classroom. The educator learns about the IFSP and IEP and the role of the regular and special educator as they form a collaborative team. The World Wide Web and other technology resources are important areas stressed. Inclusive strategies for adapting standard instruction to meet the learning needs of all students in a general education classroom are learned. Prerequisite: Admission to the Teacher Education Program.

414. FAMILY, SCHOOL AND COMMUNITY: A CULTURAL PERSPECTIVE. (3) Fall, Spring. This course is designed to prepare teaching candidates to value and understand the complex, diverse characteristics existing among children's families, their schools and their communities. Opportunities for creating respectful, reciprocal relationships which will involve supporting families in their children's development and learning will be modeled. Prerequisite: Admission to the Teacher Education Program.

415. ISSUES IN HUMAN DEVELOPMENT. (3) Spring. An advanced study of current issues, especially those pertaining to disabilities, in human development — birth through adolescence. Emphasis will be on the implications of these disabilities on a child's education. Prerequisite: EDFD 203 and admission to the Teacher Education Program.

418. EDUCATING THE CHILD WITH EXCEPTIONALITIES – SECONDARY. (2) Fall, Spring. The nature and needs of and procedures for including the child with exceptionalities in the regular secondary classroom. Required of secondary education teachers during supervised

teaching. Prerequisite: Admission to the supervised teaching semester.

419. THE PROFESSIONAL EDUCATOR – EARLY CHILDHOOD/MIDDLE LEVEL. (3) Fall, Spring. Opportunities for reflection of content and supervised teaching to classroom management, instructional goals and strategies, fostering community and parent relationships, school law and school policies, equity issues and the ethical responsibilities of the professional educator. A reflective journal, the development of a professional portfolio, and career expectations are embedded in the professional educator.

481. STUDENT TEACHING PRACTICUM. (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a special education class situation under the supervision of a qualified supervising teacher. Available only to students who need a special education field experience for licensure. May be repeated as needed. Should be taken concurrently with ELED 441-Early Childhood or ELED 442-Middle Childhood Early Adolescence or SEED 451 or SEED 461, depending on the level of endorsement. Special education endorsement prerequisites: Early Childhood: SPED 400, 408; SPED 415. Secondary (7-12): SPED 400, 408, 415; COMO 215 or 250. Fee: See course fee schedule.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

Students seeking licensure to teach may add an endorsement to teach English as a second language by completing the following 12 semester hours of course work. (This requirement may be changed by ADE after 7/1/2002.)

433. METHODS OF SECOND LANGUAGE TEACHING. (3) Spring. Methodologies and techniques for teaching English as a second language; evaluation of materials for various levels of instructional goals. Prerequisite: Admission to the Teacher Education Program or consent of the dean.

435. SECOND LANGUAGE ASSESSMENT. (3) Offered on sufficient enrollment. Assessing oral and written proficiency in English as a second language; development of testing measures. Prerequisite: Admission to the Teacher Education Program or consent of the dean, and TESL 433.

437. CROSS-CULTURAL ASPECTS OF ESL. (3) Offered on sufficient enrollment. The relationship between language, culture and cultural awareness in the learning and teaching of English as a second language. Prerequisite: Admission to the Teacher Education Program or consent of the dean, and TESL 433.

439. SECOND LANGUAGE ACQUISITION. (3) Offered on sufficient enrollment. Linguistic theories; second language acquisition; cognitive, affective and cultural factors in teaching English as a second language. Prerequisite: Admission to the Teacher Education Program or consent of the dean, and TESL 433.

Institutional Report Card
Academic Year 2005-2006

Number of Program Completers submitted: 99

Number of Program Completers found, matched and used in passing rate calculations: 99

Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
Basic Skills				
PPST Reading	85	85	100%	100%
PPST Writing	81	81	100%	100%
PPST Mathematics	85	85	100%	100%
Computerized PPST Reading	11	11	100%	100%
Computerized PPST Writing	15	15	100%	100%
Computerized PPST Mathematics	14	14	100%	100%
Professional Knowledge				
Eng Lang Lit Comp Pedagogy	88	88	100%	99%
Prin. Learning & Teaching Erly Chld	56	56	100%	100%
Principles Learning & Teaching 5-9	99	99	100%	93%
Principles Learning & Teaching 7-12	13	13	100%	94%
Academic Content Areas				
Early Childhood Education	55	55	100%	100%
Education of Young Children	56	56	100%	100%
Eng Lang Lit Comp Content Knowledge	88	88	100%	100%
Eng Lang Lit Comp Essays	88	88	100%	96%
Middle School Subjects: CK	13	13	100%	98%

The teacher preparation program is not currently under a designation as "low performing" by the state (as per section 208(a) of the HEA of 1998). NOTE: See Arkansas definitions for "low performing" programs.

Institutional Report Card Follow-up
Academic Year 2002-2003

Number of Program Completers submitted: 103

Number of Program Completers found, matched and used in passing rate calculations: 103

Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
Aggregate – Basic Skills	100	100	100%	100%
Aggregate – Professional Knowledge	104	103	99%	97%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	110	110	100%	99%
Aggregate – Teaching Special Populations (Special Education, ELS, etc.)	9		100%	100%
Summary Totals and Pass Rates	103	102	99%	97%

College of Nursing

DEAN: Cathleen M. Shultz, Ph.D., R.N., C.N.E., F.A.A.N.

PROFESSOR:

Cathleen M. Shultz, Ph.D., R.N., C.N.E., F.A.A.N.

ASSOCIATE PROFESSORS:

Janice Bingham, M.S.N., F.N.P., R.N.

Da'Lynn Clayton, Ph.D., R.N.

Associate Dean

Sheila Cox Sullivan, Ph.D., R.N., C.N.E.

ASSISTANT PROFESSORS:

Jeanie Burt, M.A., M.S.N., R.N.

Lisa Engel, M.S.N., R.N.

Jackie Harris, M.N.Sc., R.N., O.N.C.

Karen Kelley, M.S.N., R.N.P.

Johnetta Kelly, M.N.Sc., R.N.

Cheryl Lee, Ph.D., R.N., C.W.O.C.N.

Elizabeth Lee, M.S.N., A.P.R.N., B.C.

INSTRUCTOR:

Juli Lane, B.S.N., R.N.

Undergraduate Nursing Program: The College of Nursing offers multiple curriculum tracks to prepare baccalaureate nurses for the challenges and rewards of professional nursing. The undergraduate nursing program is accredited by the National League for Nursing Accreditation Commission (NLNAC) and has continuing full approval of the Arkansas State Board of Nursing (ASBN). These organizations are headquartered as follows: NLNAC, 61 Broadway-33rd floor, New York City, NY 10006, 1-800-669-1656 or (212) 363-5555; and ASBN, University Tower Building, 1123 S. University Ave., Suite 800, Little Rock, AR 72204-1619, (501) 686-2700.

The College of Nursing has adopted the Arkansas articulation plan, which serves to facilitate the advanced placement of licensed nurses (LPN and RN) within degree completion curriculum tracks. Graduates of the undergraduate program in nursing are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in any state, are qualified for generalist positions in professional nursing practice, and are qualified for graduate study in nursing.

According to ASBN regulations, nursing majors may take the Licensed Practical Nurse (LPN) exam fol-

lowing successful completion of the pediatric course (NURS 450). Interested students are encouraged to contact the dean for further information.

The undergraduate program offers curriculum tracks to meet the individualized needs of students including: (a) a four-year, full time Traditional Track which culminates with the awarding of the bachelor of science in nursing (BSN) degree (part-time options are available); and (b) an Advanced Placement Track (APT) which is available to students who hold a current unencumbered Arkansas nursing license (registered nurses, licensed practical nurses, and licensed psychiatric technical nurses). An individualized degree completion plan is collaboratively designed with the APT student; this culminates in the awarding of a bachelor of science in nursing (BSN) degree (full or part-time options are available).

Mission and Philosophy: The College of Nursing's mission statement is **"Developing Nurses as Christian Servants."**

The nursing program fosters a supportive environment that challenges professional nursing students to reach their full potential. The program's purpose is to provide a quality professional education that leads to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. The preparation of graduates who provide nursing care reflective of their faith and Christian service and who value lifelong intellectual growth.
2. The encouragement of practice-oriented critical thinking that acknowledges dependence on God and is built upon a liberal arts foundation.
3. The development of a commitment to Christian values, ethics, intellectual excellence, and undergraduate standards of professional nursing practice.
4. The promotion of supportive personal and professional relationships.
5. The promotion of lifelong health habits that contribute to a better quality of life physically, spiritually, psychologically and socially.
6. The emphasis of a servant-leadership lifestyle

that prepares graduates who have a respect for diverse cultures and an understanding of world missions.

Admission to the Program: Admission to the undergraduate Nursing Program requires a 2.0 overall GPA, a 2.5 GPA in prenursing courses, and junior standing. Priority for admission is given to students with high pre-nursing GPA's. To remain in the program, the student must maintain a 2.5 GPA in nursing, including a grade of "C" or better in all nursing courses, and make satisfactory progress toward the degree.

Students who wish to enter the undergraduate nursing program must file an admission application with the College of Nursing. Students who wish to enter fall 2007 or spring 2008 must apply for admission to the College of Nursing by the following dates: March 1 for fall and October 1 for spring. Contact the assistant to the dean (501-279-4682) or <nursing@harding.edu> for further admission information and application forms. No final action will be taken on an application until the student has been admitted to the University, all prerequisites have been met, and the application has been completed.

The student must present health documents indicating health status, completion of current immunizations including Hepatitis A and B vaccinations, tuberculosis skin test (PPD/intradermal) or chest x-ray, and other laboratory results as indicated on the College of Nursing Health Regulations Form, prior to participating in clinical activities related to the Nursing Program. Current certification in cardiopulmonary resuscitation (CPR) is required. Health and disability insurance coverage are strongly recommended. Official transcripts of all college credit granted elsewhere must be submitted to the registrar. Reference evaluations must be completed prior to admission. Applicants must also register for and take the Test of Essential Academic Skills from ATI in the Simmons Lab (located in the College of Nursing) when enrolled in NURS

100. Attainment of a specific score is not required for entrance into the nursing program, but the results of the exam are used to advise students toward greater academic success in nursing. This exam is given early within the student's pre-nursing studies to maximize the potential benefit that the exam results may afford the student in facilitating academic success.

Curriculum Plan: The nursing faculty support the liberal arts and Bible-based course offerings at Harding and the many opportunities available for student learning experiences. The following are recommended in planning a program of study:

- A. In the College of Nursing, Level I is the first two semesters of study after admission. Level II is the last two semesters of study within the College of Nursing.
- B. Though the Level I and Level II year may be predominately nursing courses, students are encouraged to participate fully in campus activities.
- C. Mission and health-care mission opportunities abound. NURS 210, 305, 344, 413, and BMIS 388 are available to enrich knowledge and skills with missions and health care. See the nursing health care missions coordinator for details.
- D. The assistant to the dean and faculty advisers are available to serve in academic and career planning. Individual and group academic advising sessions are available each semester. Students are encouraged to use this assistance to plan schedules which fit individual learning needs and which prevent costly scheduling mistakes.
- E. Students are encouraged to consider obtaining a vocational ministry major and/or a health care missions minor. Details are available in this catalog and can be provided by the assistant to the dean in the College of Nursing.
- F. NURS 367 is available as a cooperative education clinical experience. See the assistant to the dean or a faculty adviser for details.

**BACHELOR OF SCIENCE IN
NURSING DEGREE
NURSING MAJOR (NURS)**

REQUIREMENTS**HOURS****Liberal Arts:****60**

ENG 111*, 201 or 202, 211; COMO 101; HIST 101 or 102, 110 or 111; ART 101; MUS 101; KINS 101 and one elective; SOC 203*; PSY 201*; and MATH 200; Global Literacy — two 3-hour courses**; BOLD 101, BNEW 112, BDOC 354, and one 2-hour elective Bible course***; BIOL 249*, 253*; CHEM 114.

Special considerations:

*These courses also serve as prerequisites to the nursing program and must be passed with a "C" or better prior to admission to the Level I nursing courses.

Elect two courses from foreign language courses, ANTH 250; BIOL 250; BMIS 280, 386, 387 or 388; GEOG 302 or 303; HUM 201; IB 325 or 345; INST 310; NURS 344, 413; POLS 202; SOCS 301. Since NURS 344 and 413 meet the requirements for global literacy, they are recommended for those interested in health missions. NURS 413 counts as a Bible or global literacy requirement, but **not both. Students are strongly encouraged to take NURS 413 if they are planning to participate in an international health care mission trip.

***The remaining Bible courses must be selected from BNEW 211, 213, BDOC 251, and BYFE 338 for a total of 8 hours of textual Bible courses. NURS 413 does not count as a textual Bible course. BDOC 354 is a requirement for the nursing degree, and it counts as a textual Bible course for nursing majors only.

Major:

Prerequisites (must be passed with a "C" or better):

BIOL 159, 271; CHEM 114; FCS 323, 331.

Nursing Courses:

NURS 100*, 203*, 300*, 321, 350, 351, 352, 354, 362, 363*, 412, 450, 452, 453, 454, 455, 462.

*Must be successfully completed before unconditional admission

TOTAL HOURS**135**

Refer to the preprofessional programs section for a suggested curriculum sequence.

LICENSURE EXAMINATION ELIGIBILITY

Following graduation, alumni are eligible to apply for the national licensure examination called the NCLEX-RN. Test development and oversight is coordinated through the National Council of State Boards of Nursing. The test is administered in every state and U.S. territory, and successful passage enables a graduate to practice anywhere in the United States and U.S. territories. Final application approval through the College of Nursing rests with the dean of nursing; final approval to be eligible to take the NCLEX-RN rests with the Arkansas State Board of Nursing (or a like counterpart in the state in which a graduate seeks to pursue initial licensure).

Persons convicted of a crime are ineligible to take the NCLEX-RN. Felony and/or FBI background checks and fingerprinting are required as part of the application process.

UNDERGRADUATE CURRICULUM TRACKS

Students are admitted into one of two curriculum tracks based on past educational experience.

Traditional Track: This track is for all nursing students except licensed nurses. The student may complete the degree in four academic years of full-time study; part-time study is available.

Students are enrolled in either sequence A or sequence B in Level I and Level II.

LEVEL I

First Semester

* +NURS 413-Global Literacy elective	2 or 3
#NURS 321	2
#NURS 362	1

Sequence A or B

(A) NURS 352 and NURS 452	5,5
(B) NURS 350 and NURS 351	5,5
Total	15-16

Second Semester

**Bible elective	2
#NURS 354	2
#MATH 200	3
Total	16-18

Sequence A or B

(A) NURS 352 and NURS 452	5,5
(B) NURS 350 and NURS 351	5,5
Total	17

LEVEL II

Sequence A

***Global Literacy elective	2 or 3
NURS 450	5
NURS 453	5
##NURS 412	3
MUS 101	2
Total	17-18

Sequence B

BDOC 354	2 or 3
NURS 454	5
NURS 455	4
##NURS 462	3
HIST 110 or 111	3
Total	17-18

Note: Additional Bible courses may be required per university policy.

Many pre-nursing students take courses during the summer to lighten the regular semester course load. Students should see their advisers for information about summer school.

The following legend of symbols relates to the various courses previously listed:

* It is suggested that students who want to do international mission work take a foreign language to partially fulfill the global literacy requirement. Take the language courses during the first two freshmen semesters, and take the history course during one of the semesters marked global literacy. This sequence is recommended to complete the degree in four years.

** Students must complete a minimum of 8 hours of textual Bible classes to graduate from Harding. Four of the 8

must be selected from BNEW 211, 213, BDOC 251, and BYFE 338. University policy states that all full-time students must enroll in a Bible class each semester.

*** Elect two courses from the following: foreign language courses; ANTH 250; BIOL 250; BMIS 280, 386 or 387; GEOG 302 or 303; HUM 201; IB 325 or 345; INST 310; NURS 344 or 413; POLS 202; SOCS 301. NURS 413 is strongly recommended for those interested in health care missions. NURS 344 and 451 may be required for those doing international mission work.

+ NURS 413 (Health Care Missions) can be taken for 2 or 3 hours. If it is taken for 2 hours, it will substitute for a Bible class in the semester it is taken. If it is taken for 3 hours, it will serve as a global literacy class, and the student will not be required to enroll in an additional Bible class during that semester. NURS 413 is not considered a textual Bible class.

++ BDOC 354 (Contemporary Christian Ethics) is required for graduation for nursing majors. It is considered a textual Bible course for nursing majors.

NURS 321 and 362 are to be taken the first semester. NURS 354 and MATH 200 are taken the second semester after admission.

NURS 412 is planned for the first semester of Level II but may be taken the second semester of Level I; NURS 462 is taken the semester of graduation.

All non-nursing course transfer credit is approved through the registrar's office personnel; prior approval is required.

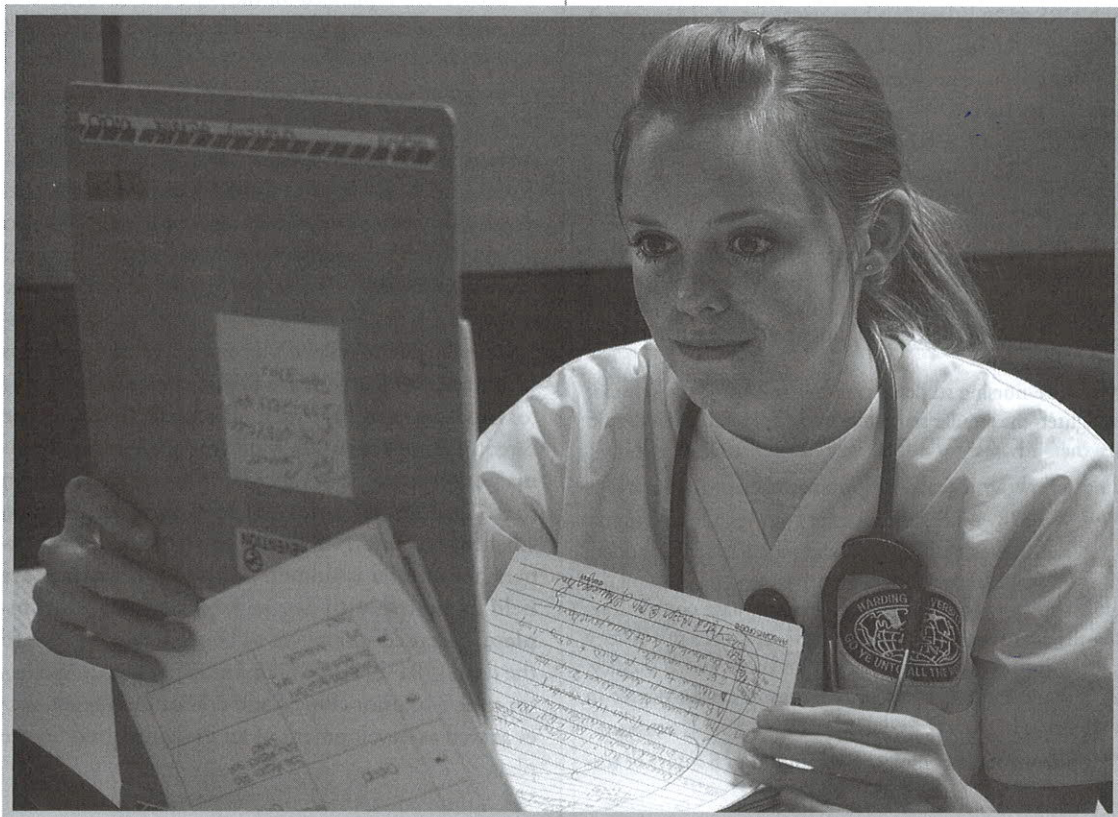
Advanced Placement Track: The Advanced Placement Tracks (RN to BSN, LPN to BSN) are available to students who hold an unencumbered current Arkansas nursing license (licensed practical nurses, licensed psychiatric technical nurses, and registered nurses). The College of Nursing has adopted the Arkansas articulation plan for advanced placement. Licensed nurses who have completed prerequisite courses are eligible for the Advanced Placement Track. Work experience is required for admission if the initial degree or diploma was obtained 12 or more months before admission to the College of Nursing. NLN Nursing Acceleration Challenge Exams (NLN ACE) are required if work experience criteria is unmet. **All nursing courses are held in escrow until degree requirements are complete.** Licensed nurses are to contact the assistant to the dean (501-279-4682) or <nursing@harding.edu> for review of prior clinical and educational experiences as well as development of an individualized degree plan.

Registered Nurses (RN to BSN): Registered nurse students may select a test-out option for NURS 203 and NURS 321. Registered nurse students who have completed prerequisite courses are eligible for the Advanced Placement Track. For registered nurses this means taking NURS 315 and all required nursing courses to satisfy degree requirements. Prior to the semester in which the student enrolls in Level I nursing courses and during NURS 315, if more than 12 months after graduation and if work experience criteria are unmet, the registered nurse student will need to successfully complete the NLN Nursing Acceleration Challenge Exams II - RN-BSN. The fee for the student's first writing of this exam is included in the NURS 315 course fee. Any subsequent writing of the exam will be an individual expense to the student. Once admission requirements are met and NURS 315 is completed, students may be awarded up to 32 hours of nursing course credit. This credit is held in escrow until graduation. Completion of the required upper division nursing courses involves 9 courses totaling 31 credit hours and usually requires two se-

mesters of full-time nursing study; part-time study is available. Registered nurse students who wish to complete the Traditional Track may elect to do so. Eight hours of textual Bible classes are required for graduation.

Licensed Practical Nurses (LPN or LPTN): For licensed practical nurses, this means taking the Traditional Track except for the courses exempted by the following testing sequence to satisfy degree requirements. NLN Nursing Acceleration Challenge Exams I-LPN-BSN (NLN ACE) testing may be omitted if work criteria experience is met or if admission is sought less than 12 months following graduation. After completion of prerequisite courses and prior to the semester in which the student enrolls in Level I nursing courses, the licensed practical nurse takes the following during a scheduled testing session:

- NLN Nursing Acceleration Challenge Exams
- Skills Validation Test
- Health Assessment Validation Test
- Pharmacology Validation Test



Expenses related to each of these exams or validations are the responsibility of the student. Upon successful completion of the NLN/ACE exams and required validations, up to 12 hours of credit may be awarded. These credit hours will be held in escrow until graduation. The student then enters the Traditional Track after completion of prerequisite courses and NURS 315.

HONORS

Nursing majors interested in honors courses are to apply through the Honors College office. Nursing courses that can be taken for Honors credit are NURS 100, 363, 412, 452, and all Level II nursing courses; this selection of courses constitutes a full upper-division nursing honors program.

SIGMA THETA TAU INTERNATIONAL NURSING HONOR SOCIETY

The Epsilon Omicron Chapter of Sigma Theta Tau International Inc., a collegiate honor society in nursing, was chartered at Harding University on Feb. 9, 1982. Application for this chapter was made by the local Honor Society of Nursing that was installed in the fall of 1976. Membership in Sigma Theta Tau is by invitation based on demonstration of outstanding qualities in character, leadership, nursing ability and scholastic achievement.

SECOND MAJOR IN VOCATIONAL MINISTRY

Students interested in a second major in vocational ministry must take 33 hours of Bible as specified in the vocational ministry major listed in the College of Bible and Religion catalog section. Requirements for this major may be partially met through Bible courses required for the nursing major.

HEALTH MISSIONS MINOR

The College of Nursing and the College of Bible and Religion offer an interdisciplinary minor called Health Missions.

The minor consists of 18 hours, 6 of which must be upper division. Required core curriculum courses include freshman Bible or upper level textual substitutes; sophomore Bible or upper level textual substitutes;

BMIS 386; NURS 344 or BMIS 387; BMIS 388 or NURS 305; and NURS 413. If additional hours are needed, choose one from BHIS 345, BMIS 381, 384, 385, 481 or NURS 210.

HEALTH CARE MISSION OPPORTUNITIES

Nursing is an ideal profession for service to others. In addition to the many clinical opportunities, the nursing curriculum offers numerous stateside and international health care missions clinical opportunities. Since the first graduating class in 1977, nursing students participated in health care missions as a part of the nursing curriculum. Both short term (7-10 days) and long term (4-6 weeks) opportunities are available. A full semester abroad with health care missions studies is also available. Students are strongly encouraged to participate in health care missions as a part of their nursing program.

In the fall of 2007, Harding will offer the first Harding University in Africa program, targeting the country of Zambia (HIZ). This international program will have a health care missions emphasis and nursing students are encouraged to participate in this semester-long experience. Students may work toward completion of their health care missions minor while participating in the HIZ program. As the program develops, the College of Nursing hopes to offer a clinical nursing course at HIZ. This type of experience greatly enhances students' cultural awareness and provides additional opportunities to follow in the footsteps of the Great Physician. Contact the nursing health care missions coordinator for details.

INTERDISCIPLINARY MISSION COURSE

BMIS 388, Development Ministry, an interdisciplinary mission course between the College of Nursing and the College of Bible and Religion, is offered during intersession. This course provides hands-on training in various types of benevolent outreach to the poor, including appropriate technology, water development and sanitation, primary health care, intensive gardening, and livestock management. Students are introduced to theological as well as strategic issues in relief and development. This two-week intersession course is held at Harding University Tahkodah (HUT) in Floral, Ark., where students have the experience of living in a global village.

NURSING FEES AND INCIDENTAL EXPENSES

In addition to general fees, Harding administers special fees for NURS 100, 203, 300, 315, 321, 350, 351, 352, 362, 413, 450, 452, 453, 454, and 462. These fee amounts are listed in the Special Fees catalog section.

Beyond fees administered by the University, nursing majors incur personal incidental expenses for which students are personally responsible. These include selected clinical expenses, standardized tests, health-related expenses, NCLEX-RN application fees, health insurance, uniforms, insignia, equipment and transportation expenses. The table below lists approximate expenses.

YEAR	ITEM	AMOUNT
Sophomore	Lab coat	\$40.00
	Equipment for NURS 203	185.00
	Nursing Entrance Exam	20.00
	Gas for car (\$11/trip X 5 trips)	55.00
	Stethoscope/otoscope	15.00-100.00 (price varies depending on student choice)
	Blood Pressure Cuff.....	35.00
Level I NURS 300	Watch with second hand	variable
	Uniforms.....	175.00
	Name badge	1.00
	Equipment for NURS 362	73.00
	Insignia	3.00
	Bandage Scissors	5.00
Level II	Gas for car (\$15/trip X 42 trips/semester) ..	630.00
	College pin	40.00-100.00 (price varies depending on student choice)
	Senior graduation expenses	600.00 (national licensure application, pictures, etc., in addition to University expenses)
	Pinning Ceremony	75.00
	Gas for car (\$15/trip X 42 trips/semester) ..	630.00

Costs listed are approximate and subject to change. Each student must carry nursing liability insurance which is included in course fees. **Students are responsible for their own transportation to all health facilities where learning experiences are provided. Each student must have access to a car during the entire nursing program for individual clinical experiences.**

These costs are above the routine University fees and tuition charges.

UNDERGRADUATE NURSING (NURS)

100. INTRODUCTION TO NURSING. (1) Fall, Spring, (Summer, on sufficient demand). An introductory course designed to acquaint students with nursing from a historical perspective, national nursing trends, other health care disciplines, and changing national and global health care systems. The relationship of nursing to Christian service is also explored. Developing supportive personal and professional relationships and lifelong health habits are encouraged. The course is required of students prior to admission into the nursing program. A grade of "C" or higher is required. Open to all students. This course is eligible for honors credit. Fee: See course fee schedule.

203. HEALTH ASSESSMENT. (3) Fall, Spring, (Summer, on sufficient demand). Using the nursing process, students learn to assess the client's physical, psychological, social and spiritual dimensions as a foundation to nursing care. The skills of interviewing, documentation, inspection, percussion, palpation, and auscultation are refined to make clinical judgments and promote healthy client outcomes. Skills are adjusted according to the client's developmental level. The course is required of students prior to admission into the nursing program. A grade of "C" or higher is required. Open to non-nursing students with prior approval. Two lecture hours and 3 laboratory hours per week. Prerequisites: BIOL 249, 253; CHEM 114. May be concurrently enrolled in BIOL 253 or NURS 300. Fee: See course fee schedule.

210. SKILLS FOR HEALTH MISSIONS. (2) Spring, on sufficient demand. A basic health mission's skills course designed to prepare an individual to function in a developing world mission health care setting. Concepts of organization, management, teaching/learning, nutrition, health care assessment and universal precautions are emphasized. Primary care information and skills basic to health care missions are taught. Examples includes CPR, first aid, health history assessment, vital signs, sterile technique and dressing changes, injections, and pharmacological principles. Includes weekly laboratory experiences. (Open to all university students.) This course is required to be audited prior to study in Zambia.

300. PROFESSIONAL NURSING. (5) Fall, Spring (Summer, on sufficient demand). An introductory course that provides foundational nursing knowledge, skills and practice interventions. The course incorporates principles from the sciences and humanities and emphasizes entry-level nursing practice based on the nursing process. Content focuses on safe practice using curriculum strands of critical thinking, Christian principles, leadership, teaching-learning, communication, research, global perspective and the nursing process. A grade of "C" or higher is required. Three lecture hours per week and 6 laboratory or clinical hours per week. Prerequisites: BIOL 249, 253; NURS 100, 203. Submission of all current health, CPR and TB documentation is required. Fee: See course fee schedule.

305. CULTURE OF POVERTY. (3) Fall, on sufficient demand. A contemporary cross-cultural multidisciplinary

course focusing on holistic ministry with individuals, groups and communities experiencing poverty in urban/rural domestic and international settings. Emphasizing human and community development to break the poverty cycle through application of health care and Christian principles. Includes a field experience commensurate with course objectives. (Open to all university students.)

315. NURSING TRANSITION. (5) Fall (Spring, on sufficient demand). A bridge course for licensed nurses pursuing a baccalaureate degree in nursing, transfer students who have had nursing courses, or anyone who has been out of nursing courses five years or longer. The course incorporates principles from the sciences and humanities and focuses on nursing theories, ethical and legal issues, health care changes, professionalism, clinical decision-making, and all curriculum strands. RN students will successfully complete NLN Nursing Acceleration Challenge Exam II RN-BSN and must have a current, unencumbered Arkansas RN license. The course is required of students prior to taking other upper-division nursing courses. Three lecture hours per week and 96 laboratory/clinical hours are required to validate clinical knowledge base and skills. Fee: See course fee schedule.

321. PHARMACOLOGY AND NURSING. (2) Fall, Spring. An introductory course to specific drug classifications, pharmacokinetic properties, and expected therapeutic outcomes. Associated nursing assessments, analysis, planning, therapeutic nursing interventions and evaluations are discussed relative to clients' developmental levels and life-long health habits. Responsibility and accountability for nursing actions, including client teaching-learning related to pharmacology are emphasized. Two lecture hours per week. Prerequisite: Junior standing and NURS 300. This course must be taken concurrently with the first clinical semester of the Level I year. Fee: See course fee schedule.

344. HEALTH CARE MISSIONS PRACTICUM. (1-8) Offered on demand. An elective course which focuses on application of the nursing process in global health care mission settings. As a Christian servant, the student facilitates clients of various cultures and developmental levels to achieve optimum well-being. Nursing interventions and communication are studied relative to cultural norms, values, roles and practice. Individual responsibility for health and client teaching-learning are encouraged along with resource conservation. Prerequisite: Level I standing, NURS 413 is a prerequisite or corequisite. Additional requirements contingent upon practicum. Three to 24 clinical hours per week.

350. PSYCHIATRIC AND MENTAL HEALTH NURSING. (5) Fall, Spring. Research-based theories, concepts and the nursing process are emphasized using critical thinking skills to provide holistic nursing care. In tertiary and community-based settings, students use standards of ethical professional nursing practice to assist adult clients with mental health and psychiatric concerns to restore, maintain and promote health, or attain optimum well-being. Re-

sponsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Junior standing and NURS 300. Three lecture hours per week and 96 clinical hours. Fee: See course fee schedule.

351. NURSING ADULTS WITH CHRONIC HEALTH AND REHABILITATION CONCERNS. (5) Fall, Spring. Research-based theories, concepts and the nursing process are emphasized using critical-thinking skills to provide holistic nursing care. In tertiary care, rehabilitation and community-based settings, students use standards of ethical professional nursing practice to assist adult clients with chronic health and rehabilitation concerns to restore, maintain and promote health, attain optimum well-being, or to die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Level I standing and NURS 300. Three lecture hours per week and 96 clinical hours. Fee: See course fee schedule.

352. NURSING ADULTS WITH ACUTE HEALTH CONCERNS. (5) Fall, Spring. Research-based theories, concepts, and the nursing process are emphasized using critical-thinking skills to provide holistic nursing care. In tertiary care settings, students use standards of ethical professional nursing practice to assist adult clients with acute health concerns to restore, maintain, and promote health, attain optimum well-being, or to die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Level I standing and NURS 300. Three lecture hours per week and 96 clinical hours. Fee: See course fee schedule.

354. GERONTOLOGICAL NURSING. (2) Fall, Spring. Concepts, knowledge and cultural information essential to holistic nursing care of older adults are explored using the nursing process. Community resources are identified and interdisciplinary collaboration encouraged in secondary and community-based care settings to assist elders in adapting to the aging process, maintaining wellness and achieving optimum well-being. Prevention and management of common acute and chronic health problems are emphasized while exploring nursing interventions to assist older clients to restore, maintain and promote health; attain optimum well-being or to die with dignity. Prerequisite: Level I standing. Two lecture hours per week.

362. NURSING PRACTICE INTERVENTIONS. (1) Fall, Spring. The theoretical base for applying advanced

professional nursing skills and interventions using current standards of nursing practice are studied. Christian principles of stewardship and resource use and conservation are stressed while utilizing the nursing process as a framework for making safe and effective clinical judgments which foster restoring health and preventing illness. One hour lecture or 3 hours laboratory per week. Prerequisite: Level I standing and NURS 300. This course must be taken prior to or concurrently with the first clinical semester of Level I. Fee: See course fee schedule.

363. PATHOPHYSIOLOGY FOR NURSING PRACTICE. (3) Fall, Spring, (Summer, on sufficient demand). Alterations in physiological well-being across the lifespan are studied from national and global nursing perspectives as pathological responses to disease, stress and environmental changes. Critical thinking, research findings and scientific knowledge are applied to analyze clinical nursing implications and client outcomes. Three lecture hours per week. Prerequisites: Sophomore standing, NURS 100, BIOL 159, 249, 253, and CHEM 114. This course must be taken prior to admission to the College of Nursing. This course is eligible for honors credit.

367. COOPERATIVE EDUCATION PRACTICUM. (1-4) Fall, Spring, (Summer, on sufficient demand). An elective course designed to meet individualized student learning needs utilizing various clinical settings. Student-initiated objectives relative to curriculum strands are matched with the clinical setting; arrangements are coordinated through the dean of the College of Nursing. The experience is to augment clinical application of the student's achieved learning level with guidance from the faculty and clinical mentor. May be taken with Level I or II standing. Three to 12 clinical hours per week. Refer to Cooperative Education Program section of catalog.

412. RESEARCH IN NURSING. (3) Fall, Spring. Using critical thinking, critical reading and critiquing processes, basic research concepts with application to professional nursing practice are introduced. Based upon Christian principles and professional ethics, research findings and utilization are explored and related to client outcomes. Written and oral communication skills are emphasized. Prerequisites: Level I standing and MATH 200. May be taken by non-nursing students with prior approval from the dean. Three hours lecture per week. This course is eligible for honors credit.

413. HEALTH CARE MISSIONS. (2-3) Fall, (Spring, on sufficient demand). An elective course which acquaints learners with the delivery of quality health care and evangelism in developing countries. Christian ideals are explored in a cultural and global context. Being a servant-leader, developing supportive relationships and effective communication skills, and achieving optimum individual and community well-being are emphasized. Three hours lecture per week. May be taken for either Bible or global literacy credit. If the course is taken for global literacy credit, it must be taken for 3 hours credit. Note: A Bible course is not required the semester NURS 413 is taken as global literacy credit. The

course is strongly recommended if the student plans international mission work. This course is eligible for honors credit. Fee: See course fee schedule.

450. PEDIATRIC AND CHILD HEALTH NURSING. (5) Fall, Spring. Research-based theories, concepts, and the nursing process are emphasized using critical-thinking skills to provide holistic care relative to children and their families. In tertiary and community-based settings, students use standards of ethical professional nursing practice to assist pediatric clients with acute and chronic health concerns and their families to restore, maintain, and promote health, attain optimum well-being, or to die with dignity. Nursing process is emphasized in class and clinical learning experiences related to health needs, developmental tasks, and responses to health concerns for children through late adolescence. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Level II standing. Three lecture hours per week and 96 clinical hours. This course is eligible for honors credit. Fee: See course fee schedule.

451. INDEPENDENT STUDY. (1-4) Offered on sufficient demand. With faculty guidance, the learner develops course objectives relative to the topic under study and a plan to achieve the course objectives. The course may be experiential or a directed reading, study or research. Curriculum strands guide the learning experiences. May be repeated. Hours are to be collaboratively developed between student and faculty.

452. MATERNITY AND WOMEN'S HEALTH NURSING. (5) Fall, Spring. Research-based theories, concepts and the nursing process are emphasized using critical-thinking skills to provide holistic nursing care. In tertiary and community-based settings, students use standards of ethical professional nursing practice to assist neonates and women with maternity or other women's health concerns to restore, maintain and promote health, attain optimum well-being, or to die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant-leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Level I standing and NURS 300. Three lecture hours per week and 96 clinical hours. This course is eligible for honors credit. Fee: See course fee schedule.

453. COMMUNITY HEALTH NURSING. (5) Fall, Spring. Research-based theories, concepts and the nursing process are emphasized using critical-thinking skills to provide holistic nursing care. A community-based/population-focused nursing process is applied to community health concerns. In community-based settings and homes, students use standards of ethical professional nursing practice to assist clients of all developmental levels with acute and

chronic health concerns and their families to restore, maintain, and promote health, attain optimum well-being, or to die with dignity. The concepts of prevention, promotion and maintenance of health are explored in depth and applied to community settings. Responsibility and accountability for nursing care, collaboration, resource conservation and use, respect for human worth and dignity, national and global concerns, and a commitment to a servant leadership lifestyle are foundational to effective clinical judgments and client outcomes. Prerequisite: Level II standing. Three lecture hours per week and 96 clinical hours. This course is eligible for honors credit. Fee: See course fee schedule.

454. ADVANCED MEDICAL SURGICAL NURSING.

(5) Fall, Spring. Research-based theories, concepts, and basic critical-care skills are emphasized within the framework of the nursing process using critical thinking skills to provide holistic nursing care to critically ill clients and their families. In tertiary care settings, students apply advanced nursing skills, standards of ethical professional nursing practice, Christian values of caring, faith, and service, and servant-leadership principles to assist adult clients with high risk, unstable, and critical health conditions to restore, maintain, and promote health or to die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, and respect for human worth and dignity are foundational to effective clinical judgments and client outcomes. Prerequisite: Level II standing. Three lecture hours per week and 96 clinical hours. This course is eligible for honors credit. Fee: See course fee schedule.

455. NURSING LEADERSHIP AND MANAGEMENT.

(4) Fall, Spring. Research-based leadership, followership, and management theories and concepts, and the nursing process are emphasized using critical-thinking skills and teaching-

learning principles to provide holistic nursing care relative to the management of adult clients' health concerns. In secondary care settings, students apply standards of ethical professional nursing practice, Christian values of caring, faith, and service, and servant-leadership principles while working with peers and clinical agency employees to ensure that clients' health is restored, maintained, and promoted or that they die with dignity. Responsibility and accountability for nursing care, collaboration, resource conservation and use, and respect for human worth and dignity are foundational to effective clinical judgments and client outcomes. Prerequisite: Level II standing. Two lecture hours per week and 96 clinical hours. This course is eligible for honors credit. Fee: See course fee schedule.

462. NURSING CAPSTONE EXPERIENCE. (3), Fall, Spring. A synthesis course exploring application of critical-thinking skills, communication skills, change theory, and professional role development. Professional behavior analysis, credentialing, and research critiquing are refined. Through the process of portfolio development, learners review and analyze personal learning outcomes of the nursing program. Prerequisite: NURS 412, Level II standing. Taken the semester of graduation. Two lecture hours per week and 40 field experience hours to be arranged. Note: Two credit hours are required of Advanced Placement Track students and 3 credit hours are required of Traditional Track Students. This course is eligible for honors credit. Fee: See course fee schedule.

NOTE: Nursing malpractice liability insurance, student professional membership costs, standardized tests, selected clinical expenses, and most laboratory supplies are included in course fees.

College of Sciences

DEAN: Travis Thompson, Ph.D.

The College of Sciences comprises nine academic departments — behavioral sciences, biology, chemistry, computer science, engineering and physics, family and consumer sciences, kinesiology, and mathematics; and on the graduate level, the Physician Assistant Studies Program (see graduate catalog).

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



DEPARTMENT OF BEHAVIORAL SCIENCES

CHAIR: Terry Smith, Ed.D.

PROFESSORS:

John K. Cameron, Ph.D.*

Kenneth L. Hobby, Ph.D.*

Kathy Howard, Ed.D.*

Director of Psychology Program

Dwight Ireland, Ed.D.

Terry Smith, Ed.D., M.S.W., L.C.S.W.*, A.C.S.W.

Director of Social Work Program

Jack D. Thomas, Ph.D.*

ASSOCIATE PROFESSORS:

Kim A. Baker-Abrams, M.S.W., L.M.S.W.*

Glen M. Adams, Psy.D.*

Debbie Ford, M.S.W., L.C.S.W.*

B.J. Houston, J.D., M.S.E.

Director of Criminal Justice Program

* Designates professional licensure by the State of Arkansas.

The mission of the Department of Behavioral Sciences is to provide, within a Christian context, a sound knowledge and foundation in the field and to enhance growth in critical thinking, scientific inquiry, and Christian service.

CRIMINAL JUSTICE

The mission of the Criminal Justice Program is to:

1. Provide a liberal arts foundation emphasizing Christian ethics as it relates to a professional degree in criminal justice.
2. Prepare students for entry-level opportunities as college graduates in the criminal justice field, as well as provide a quality background for students who desire advanced study leading to professional careers in criminal justice.
3. Relate and integrate Biblical values and knowledge with the practice of a variety of occupations within the criminal justice field to render greater service within the community.

BACHELOR OF SCIENCE DEGREE CRIMINAL JUSTICE MAJOR (CJ)

The Bachelor of Science degree with a major in Criminal Justice is a program designed to provide the student the foundation for talents necessary to succeed in the criminal justice profession and in society. The criminal justice curriculum is designed to prepare the student for entering advanced study or a career in criminal justice. The curriculum provides the student with the opportunity to acquire knowledge regarding the roles of law enforcement, prosecution, defense, courts, laws, corrections, probation and parole, juvenile justice systems, and other governmental agencies as they relate to social order. Graduates must have a cumulative GPA of 2.5 or higher and a CPA of 2.5 or higher in the major. The student seeking this degree should be aware that some careers in criminal justice may require a criminal background check. In addition, some criminal justice agencies have specific physical and/or visual requirements in order to qualify for employment. The student should check with the specific agency in which he/she is interested for any applicable requirements.

All core courses (excluding CJ 261) in the criminal justice major must be taken in residence at Harding. Thus, criminal justice courses (except CJ 261) will not be accepted as transfer to meet core requirements in the major. However, transfer courses in criminal justice may be used to meet other course requirements for graduation.

REQUIREMENTS

Liberal Arts:

HOURS

54

Major

54

CJ 261, 280, 340, 342, 343, 360, 370, 425; 15 additional hours selected from BUS 317; CJ 350, 380, 450, 470; ENG 281; MGT 368; POLS 435; PSY 380, 382, 407, 415; PRS 371; SWK 395, 402, 410, 411; 15 hours of additional approved electives, including 9 upper-level hours in the College of Arts and Humanities, the College of Business Administration, or the College of Sciences. LS 260; POLS 304, 353, 436 are suggested additional electives.

Free Electives	12
Remaining Bible	8
Total Hours	128

Minor in Criminal Justice: 18 hours in criminal justice courses.

PSYCHOLOGY

The mission of the Psychology Program is to:

1. Provide a basic education in the science of psychology;
2. Assist students in developing their skills in understanding themselves and others;
3. Prepare students for entry-level opportunities as college graduates in the world of work;
4. Prepare students for advanced study leading to professional careers in psychology and/or counseling;
5. Relate and integrate the psychological truths found in the Word of God with the knowledge of modern psychological science.

BACHELOR OF ARTS DEGREE PSYCHOLOGY MAJOR (PSYC)

REQUIREMENTS	HOURS
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Liberal Arts: 51

PSY 201 is counted below in the hours required for the major.

Major: 36

PSY 201 (prerequisite to all other courses); 240, 315, 325, 330, 380, 382, 392, 400, 407, 415, 438.

It is suggested that psychology majors consider the following courses:

PSY 385, 401, 412, 435, 440, 406, 420; SWK 395, 402, 410, 411

Students preparing for graduate study in Clinical, Counseling, School, Human Resources/Industrial Psychology, or Marriage and Family Therapy are encouraged to take PSY 385, 401, 412, and 435 as electives. These courses are required by most graduate programs, and if they are not taken at Harding, they most likely will be required as leveling courses.

PSY 440/540 is highly recommended; majors considering a medical degree are strongly encouraged to take PSY 315.

Minor: 18

Electives: 15

Remaining Bible: 8

TOTAL HOURS 128

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

Minor in Psychology (for Bible majors): PSY 201, 240, 380, 382, 385, 412. (Youth and Family Ministry majors must take an additional 3 hours since PSY 240 is already in the major.)

SOCIAL WORK

The mission of the Social Work Program is to provide high quality social work education to prepare professional entry-level generalist social workers who are committed to the enhancement of human well-being and who have a deep respect for human diversity. The Program fulfills its mission through the achievement of six basic goals essential to all undergraduate social work education. These goals are:

1. To uphold and support the purposes and objectives of Harding University, developing cooperative relationships between professional and liberal arts education;
2. To prepare students for beginning-level generalist practice with individuals, families, groups, communities, and organizations;
3. To prepare students for life-long professional development including preparation for graduate study;
4. To prepare students to be competent professionals who respect and appreciate social and cultural diversity, have concern for the effects of oppression, and recognize the strengths and the role that diversity plays in the helping professions;
5. To prepare students to work with populations at risk who are served directly and indirectly by the public sector.

Students desiring to enter the Social Work Program must apply to the director. Criteria for admission include:

1. Satisfactory progress toward completion of the Liberal Arts curriculum;
2. Completion of SWK 275;
3. A 2.0 GPA;
4. Submission of the application form to the Director of Social Work;
5. Completion of an information form for the social work faculty;
6. Letters of recommendation from two faculty members outside the Social Work Program with whom the student is taking or has taken courses;
7. An interview with a social work academic advisor and members of the Social Work Program Committee.

The Social Work Program Committee evaluates all applicants on the basis of these criteria. A written status response from the committee is sent to each applicant. Students admitted to the Social Work Program may begin the first sequence (SWK 280 and 305) in the professional social work curriculum.

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

Admission to the Social Work Program does not guarantee acceptance into SWK 452 (Field Placement). In order to be accepted, you must:

1. Complete all other program courses with a 2.5 GPA;
2. File a formal application with the Coordinator of Field Instruction no later than November 1 in the fall semester which precedes spring placement. Applications for summer placement must be filed the second week following spring break;
3. Obtain the recommendation of the Social Work Program Committee.

Following acceptance into Field Placement, you have five years to complete placement. After five years, additional requirements, including reapplication, may be imposed.

If you feel that your rights have been violated in the admissions/acceptance process or in classroom experiences, you may file a grievance with the Student Grievance Committee.

Transfer credit in social work may be awarded based on an investigation of course content rather than course title. In general, no transfer credit is awarded for SWK 350, 351, 352, 451, and 452.

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

The Social Work Program is accredited by the Council on Social Work Education.

BACHELOR OF SOCIAL WORK DEGREE SOCIAL WORK MAJOR (SOCW)

REQUIREMENTS	HOURS
Liberal Arts:	46
Student must take POLS 205, ECON 201 and MATH 200. PSY 201 and SOC 203 are prerequisites for the Social Work major and are counted below.	
Major:	57
PSY 201, 382; SOC 203; SWK 275, 280, 281, 305, 306, 330, 350, 351, 352, 410, 412, 451, 452, and three hours from SWK 345, 395, 399, 411, or SOC 345.	
Electives:	17
These may include leveling work, which decreases the hours of electives.	
Remaining Bible:	8
Bible is not taken during field placement.	
TOTAL HOURS	128
Minor in Human Services: 18 hours, including SWK 275, 280, 281, 305, 306, 410.	

SOCIOLOGY

The Department of Behavioral Sciences does not offer a sociology major. However, a minor can be earned as follows:

Minor in Sociology: 18 hours in Sociology, including SOC 203 and 6 hours of upper-level work. Courses to consider are SOC 345, 350, 401, 407, 410, 411; SWK 280, 281, 395, 402; FCS 251, 426; CJ 261, 343, 350; ANTH 250.

ANTHROPOLOGY (ANTH)

250. CULTURAL ANTHROPOLOGY. (3) Fall, Spring, Summer. Diversity of culture. Comparison of behavioral patterns and values in various societies. Understanding and appreciating cultural diversity. Problems of cross-cultural communication.

CRIMINAL JUSTICE (CJ)

261. INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM. (3) Fall, Spring, Summer. An analysis of the administration of criminal justice, including the structural components of the criminal justice system and the stages of the criminal process from the detection of crime and arrest through prosecution, adjudication, sentencing, and punishment/corrections and its alternatives; emphasis on analysis of decisions and practices within the entire criminal justice system, as well as discretion in the administration of criminal justice.

280. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (HBSE I). (3) Fall, Spring. Dynamics of human behavior and the effects of the social environment upon individual development; processes of human development, change and adaptation from infancy through late adulthood with an examination of developmental stages, transitions and problems of social, biological, cognitive, emotional and behavioral aspects of human functioning; developing a people-in-systems theoretical orientation to the study of criminal justice. Prerequisite or corequisite: PSY 201.

340. CRIMINAL LAW. (3) Fall. A study of substantive criminal law which includes an analysis of criminal acts, elements of specific crimes, punishments and conditions which may excuse one from criminal responsibility or mitigate punishment. Principles such as *mens rea*, causation, harm and *actus reus* are discussed in detail. These principles are considered in the context of the definition of substantive criminal offenses against persons, such as murder, battery and sexual offenses, and in the context of crimes against property, such as burglary and theft, as well as with respect to defenses thereto such as insanity, intoxication, duress, self-defense and other defenses. A case study approach is used in this course

in addition to applicable "black letter" law. Prerequisite: CJ 261, and junior standing or consent of instructor.

342. CRIMINAL PROCEDURE. (3) Spring. A concentration on the rules of criminal procedure as they relate to arrest, search and seizure, interrogation and confession, right to counsel, identification procedures, exclusionary rule, and the warrant requirement and its exceptions. This course includes an emphasis on the Arkansas Rules of Criminal Procedure and applicable Arkansas court and United States Supreme Court decisions. Prerequisites: CJ 261; junior standing or consent of instructor.

343. CRIMINOLOGY. (3) Spring. The study of deviant behavior as it relates to criminal acts, major sociological theories of crime causation, and crime typologies of offenders. Examines the characteristics of specific criminal behavior such as violent crime, property crime, white-collar crime, organized crime and public order crime, including sex offenses and substance abuse. Emphasis is on the offender's motivation to commit crime, victims of crime, and crime patterns and trends, as well as how these relate to law, law enforcement and crime control. Prerequisite: CJ 261; junior standing or consent of instructor.

350. CORRECTIONAL COUNSELING. (3) Summer. Diagnostic and therapeutic approaches with criminal offenders. Includes individual counseling skills and a discussion of special-needs populations such as sex offenders, drug offenders and the chronically mentally ill.

360. DRUGS, ALCOHOL AND CRIME. (3) Fall. This course addresses the presence of drugs and alcohol in society and the criminal repercussions that often result from the involvement with such. Discussion will include drugs such as methamphetamine, marijuana and alcohol, as well as other major club drugs and the resulting burden on the criminal justice system (law enforcement, prosecution, courts and corrections) from the criminal activity resulting from involvement with these. The course is designed to address these legal and societal concerns from a Christian perspective and will benefit students from a variety of majors.

370. JUVENILE CRIME AND JUSTICE. (3) Spring. A study of the juvenile offender in the juvenile justice system. Includes the philosophy, structure and function of juvenile courts; legal rights of accused juveniles; theories of juvenile delinquency; methods for rehabilitating juvenile offenders; and prevention of juvenile delinquency. Emphasis is placed upon law regarding juvenile offenses, adjudication and sentencing, as well as law enforcement, court and correctional agencies that process young offenders.

380. CRIME AND DEVIANT BEHAVIOR. (3) Spring. This course addresses the link between the occurrence of crime and the deviant behavior associated therewith. A wide variety of specific deviant behaviors and theories are discussed in conjunction with the occurrence of the commission of crime. The student will be challenged to think about and evaluate his/her own biases and misconceptions regarding crime and deviant behavior. Prerequisite: CJ 261 or consent of instructor.

425. PROFESSIONALISM AND ETHICS IN CRIMINAL JUSTICE. (3) Fall. Theories and practice of legality, morality, values and ethics, including ethical issues in law enforcement, prosecution, defense, the courts, correction and crime control policies. Prerequisite: CJ 261; junior standing or consent of instructor.

450. INDEPENDENT STUDY IN CRIMINAL JUSTICE. (1-3) Fall, Spring. Independent study or research on a selected topic in criminal justice under the direction of a faculty member. The student is responsible for locating a faculty member who will be willing to direct the independent study. May be repeated for credit, but no more than three credits may be accumulated. Prerequisites: criminal justice major; senior standing; approval of a formal proposal submitted to the faculty member, director of the Criminal Justice Program, and the department chair.

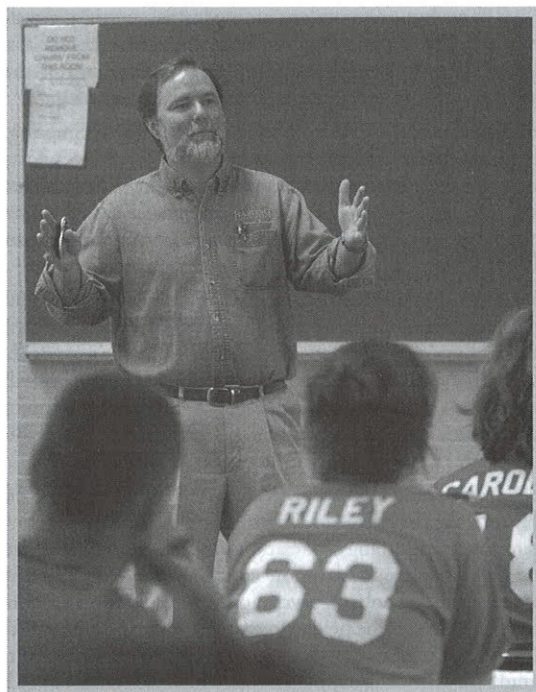
470. INTERNSHIP IN CRIMINAL JUSTICE. (3) Fall, Spring. A minimum of 128 hours (8 hours per week of on-the-job work time) in an approved criminal justice agency within a 75-mile radius of Harding University in Searcy, Ark. Designed to provide the student with an opportunity to integrate academic learning with real-world experience in a law enforcement agency, prosecuting attorney's office, law office, federal/state/district court, probation and parole department, correctional institution, or delinquency control program. The paperwork and application process must be completed and submitted to the Criminal Justice Program director two weeks prior to the first day of classes of the semester the student is enrolled for the internship. The student must contact the program director prior to contacting any agency providing an internship. Internship hours and reports/assignments must be completed and submitted to the program director the Friday prior to the final exam week. Professional liability insurance is required through the University. The student will be assessed a fee for said insurance. Fee: See course fee schedule. Prerequisites: criminal justice major, senior standing, overall GPA of 2.5 or greater.

PSYCHOLOGY (PSY)

100. INTRODUCTION TO UNIVERSITY STUDIES. (3) Fall, Spring. Principles of effective study habits and attitudes. Availability and use of university resources. Exploration of personal values and goals. Does not count toward a major, minor, or Liberal Arts requirements.

201. GENERAL PSYCHOLOGY. (3) Fall, Spring, Summer. An introductory course prerequisite to all higher-level courses in psychology. Topics such as learning, consciousness, memory, thinking, development, social behavior, motives and emotions, and normal and abnormal personality are discussed. Open to first semester freshmen. **Must be taken by all psychology, social work, criminal justice, and human resources majors; credit cannot be given for CLEP or correspondence hours.**

240. DEVELOPMENTAL PSYCHOLOGY. (3) Fall, Spring, Summer. Psychological development from infancy



through adulthood with emphasis on physical and motor, mental and language, emotional and social development. Prerequisite: PSY 201.

315. PHYSIOLOGICAL PSYCHOLOGY. (3) Spring, Summer. Biological processes contributing to human behavior. Detailed review of the nervous system with topics of interest including sleep and dreams, memory and learning, psychopharmacology, brain damage and recovery and physiological models for schizophrenia and depression. Prerequisite: PSY 201 or consent of instructor.

325/525. STATISTICS. (3) Fall, Summer. The scientific method as applied to behavioral science through a study of research techniques and statistical analysis of data. Emphasis upon developing skills with descriptive and inferential statistics. Three class periods and two hours laboratory per week. Prerequisite: PSY 201 or consent of instructor.

330/530. RESEARCH METHODOLOGY. (3) Spring, Summer. Research methods of behavioral science, including observation, surveys, physical trace, experimental designs, program evaluation, various analyses of variance and non-parametric procedures to analyze data. Computer work and additional statistical techniques. A research project involving data collection, analysis, and report is required. Three class periods and two hours laboratory per week. Prerequisite: PSY 325 or consent of the instructor.

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

380/580. PSYCHOLOGY OF PERSONALITY. (3) Fall, Summer. Major theories of personality are analyzed for

their contribution to understanding human motives, development, psychopathology and behavior change. Emphasis upon conceptual understanding of the theories and the ability to communicate ones understanding in writing.

382/582. ABNORMAL PSYCHOLOGY. (3) Fall, Spring, Summer. Basic concepts of psychopathology including the development, description and treatment of psychological disorders. The DSM-IV-TR is heavily emphasized with a special focus on diagnostic criteria. Prerequisite: PSY 201 or EDFD 203.

385/585. COUNSELING. (3) Fall, Summer. Theories and philosophies underlying current practices in the field of counseling. Special attention is given to helping students develop their own theory and techniques. The student will be presented appropriate assessment techniques used in counseling sessions. Prerequisites: Junior standing, PSY 380 and 382.

392/592. HISTORY AND SYSTEMS. (3) Fall, Summer. Historical, scientific, and philosophical antecedents of contemporary psychology in relation to their current influence on the field; emphasis upon contributions of important leaders and schools of psychology; consideration of current problems in the field. Must be taken during junior year in order to prepare for Graduate Record Examination and graduate school teaching assistantships. Prerequisite: 12 hours of psychology or consent of instructor.

400/500. PSYCHOLOGICAL TESTING. (3) Spring, Summer. History and development of mental measurements, theory of test construction, and techniques for test evaluation. Emphasis upon developing familiarity with various tests of intelligence, personality, interest, and special aptitudes. Prerequisites: PSY 201 and 325, 330 or consent of instructor.

401. GROUP PROCESSES. (3) Fall. Course emphasizes group dynamics, group organization and development of leadership; group modification of individual conduct; group work and research; use of groups in the promotion of mental health. Prerequisites: PSY 380, 382 or consent of instructor. (For SWK majors: SWK 280, 281, 350, 351).

406/506. INDUSTRIAL PSYCHOLOGY. (3) Spring. Psychology applied in the workplace. Psychological assessment, job design, occupational stress, worker motivation, and career development. Interpreting and applying the professional literature of industrial/organizational psychology. Prerequisite: PSY 330.

407/507. SOCIAL PSYCHOLOGY. (3) Fall, Spring, Summer. Psychology of the individual in the group situation. Social psychology research, social theory (behavior and attitudes, explaining behavior, social thinking in the clinic), social influence (cultural influences, conformity, persuasion, group influence, social psychology in court), and social relations (aggression, altruism, prejudice, attraction, conflict and peacemaking). Group research projects are required. Prerequisite: PSY 330 or consent of the instructor.

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

Summer. Capstone course emphasizing the enhancement of interpersonal counseling skills that underlie all successful counseling approaches and provision of a framework for understanding the counseling process. Skills are demonstrated in videotaped, role-played situations. Prerequisites: PSY 380, 382.

415/515. DATA ANALYSIS. (3) Fall, Spring, Summer. Statistical analysis of social science research data using the statistical software package SPSS. This is a capstone course which integrates comprehensive understanding and application of SPSS with descriptive and inferential analysis of data. Prerequisites: PSY 325 and 330 or their equivalents. Three class periods and 2 hours laboratory per week.

420. PSYCHOLOGY AND CHRISTIANITY. (3) Fall. Reviews the various models of integrating psychology and Christianity and examines specific topics such as competing worldviews, the nature of persons, the nature of evil in its relation to psychopathology, and the relationship between spiritual and psychological healing. Also addresses a psychological view of various scriptures and issues related to being a Christian professional in a secular field. Limited to junior and senior psychology majors.

435/535. ADVANCED RESEARCH. (3) Fall. A capstone course which requires a major research project which can be presented to doctoral programs as an example of interest and capability in conducting independent research. Enrollment limited on a competitive basis. Three hours lecture and one three-hour weekly lab. All reports typed APA publication style. Prerequisites: PSY 325 and 330 with minimum grade of "B" in both courses.

438/538. COGNITION AND LEARNING. (3) Spring, Summer. Emphasizes cognitive psychology, including the study of memory, consciousness, language and reasoning. Also includes an introduction to behavioral learning, including the study of the primary conditioning processes and the application of these in behavioral treatment.

440/540. FIELD EXPERIENCE IN PSYCHOLOGY. (3) Fall, Spring, Summer. Participation in an approved mental health setting is a must for being admitted to either master's or doctoral programs. Experience supervised by a faculty member in the student's interest area. Prerequisites: 18 hours in psychology, consent of the department chairman, and purchase of professional liability insurance through Harding University. Fee: See course fee schedule.

450/650. INDEPENDENT STUDY. (1-3) Fall, Spring. Individual study or research for qualified senior and graduate majors in psychology. Prerequisite: **Approval of a formal proposal submitted to the faculty member and department chairman.**

SOCIAL WORK (SWK)

275. INTRODUCTION TO SOCIAL WORK. (3) Fall, Spring. The historical and philosophical bases of the profession and how they relate to social work practice. An

introduction to social work practice, values, and professional orientation.

280. HBSE I (HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I). (3) Fall, Spring. Dynamics of human behavior and the effects of the social environment upon individual development. Processes of human development, change, and adaptation from infancy through late adulthood, with an examination of developmental stages, transitions, and problems inclusive of social, biological, cognitive, emotional, and behavioral aspects of human functioning. Developing a people-in-systems theoretical orientation to the study of social work. Prerequisites or corequisites: PSY 201, SOC 203, and BIOL 111.

281. HBSE II (HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II). (3) Spring. Continuation of the people-in-systems theoretical orientation, building understanding and knowledge of human behavior as influenced by bio-psycho-socio-cultural factors. Emphasis on human diversity issues and an explanation of systems that impact the individual, such as families, groups, organizations and communities.

305. SOCIAL WELFARE POLICY AND SERVICES I. (3) Fall. The history, development, and contemporary nature and structure of social welfare as a system. Values, philosophies, and ideological positions leading to the development of social welfare policy. Societal forces that influence current developing social policy, with particular emphasis on the relation of economic and political processes to social policy development. Analysis of social policies in view of their historical and ideological positions and responsiveness to individual and social needs. Prerequisites or corequisites: SWK 275, HIST 101 or 102, HIST 110 or 111.

306. SOCIAL WELFARE POLICY AND SERVICES II. (3) Spring. The organizational and systematic process involved in social welfare policy formulation, implementation, and analysis. Specific policies that influence the areas of income maintenance, poverty, health care, housing, special populations, and service delivery. Transition of policy analysis and formulation into implementation with specific emphasis on the legislative, judicial, and administrative functions involved. Emphasis on the social work practitioner's influence on the policy-making process. Corequisites: POLS 205, ECON 201.

330/530. SOCIAL WORK RESEARCH. (3) Fall. Study of the research process and its applications in generalist social work practice. Conceptual foundation for research. Quantitative and qualitative methods of inquiry, design, data collection and analysis. Ethical and human diversity issues in research.

345. GERONTOLOGY. (3) Fall. Role of the aged in American society. Impact of social change and special problems of the elderly.

350. SOCIAL WORK PRACTICE I. (3) Fall. Social work with individuals, families, groups, and communities. Knowledge, values, and skills essential in engaging client systems. The use of problem-solving skills within a systems frame-

work. Prerequisites: Admission to the Program, SWK 275, 280, or consent of program director.

351. SOCIAL WORK PRACTICE II. (3) Spring. Assessment, goal selection, and intervention approaches with individuals, families, groups, and communities. Different models of practice are introduced, and the evaluation and termination of practice are examined. Prerequisite: SWK 350.

352. SOCIAL WORK PRACTICE III. (3) Fall. Application of generalist social work skills toward an issue currently encountered by practitioners. Utilization of the problem-solving process at various levels of intervention, including individuals, families, small groups, organizations and communities. Cases are presented to challenge students to apply the planned-change process. Ethical dilemmas and ethical problem solving are included. Prerequisite: SWK 351.

367/567. COOPERATIVE EDUCATION. (1-3) Offered on demand. See Cooperative Education catalog section.

395/595. CHILD ABUSE AND NEGLECT. (3) Fall, Summer. A historical and theoretical framework for social workers and human services professionals on the topic of child abuse and neglect in American society. The scope of the problem and factors associated with categories of child mistreatment. Intervention, treatment, and prevention strategies, with special attention to the legal response to child abuse and neglect and to skills which restore healthy family functioning.

399/599. CHILD WELFARE SERVICES. (3) Spring, Summer. Major policy, practice, and research issues that shape current child welfare practice. Areas of service designed to improve opportunities for optimal child development, buttress family functioning, and address dysfunction in children and families, including foster care, adoptions, family preservation, child protective services, day care, and residential treatment services.

402/502. DEATH, LOSS AND GRIEF. (3) Spring, Summer. An examination of the experience of death, loss and grief, as well as the support that can be given through the helping relationships to those who are dying or experiencing bereavement. Situations involving loss across the lifespan, including death and non-death events are examined. Identification and consideration of the personal, emotional, social, spiritual, cultural, legal and economic factors relating to the processes of living, losses and death.

410/510. HUMAN DIVERSITY. (3) Fall, Spring, Summer. Identity, goals, and organizations of American minority groups. Race relations as a social problem. Dimensions of prejudice and oppression. Prerequisite: SOC 203.

411/511. LAW AND BEHAVIORAL SCIENCES. (3) Summer, or upon sufficient demand. The legal environment in which social work, psychology, and related behavioral sciences operate. The American legal system. Legal provisions related to child welfare, domestic violence, health care, and mental health. Legal aspects of professional liability, credentialing, and confidentiality. Development of professional expertise in courtroom behavior.

412. COMMUNITY PRACTICE. (3) Fall. A study of social work practice with groups, communities, and organizations. Prerequisite: SWK 351.

450. INDEPENDENT STUDY. (1-3) Fall, Spring, Summer. Individual study or research for qualified senior/graduate majors in social work. Prerequisite: **Approval of a formal proposal by the instructor, Director of Social Work Program, and department chairman.**

451. SOCIAL WORK SEMINAR. (3) Spring, Summer. Review of latest developments in social work; analysis of problems encountered in field placement; development of self-awareness and individual worker style.

452. FIELD PLACEMENT. (9) Spring, Summer. Placement in a social work agency for 420 hours of supervised field practice. All core courses must be completed prior to placement. Each student participating in a field placement must purchase professional liability insurance through Harding University. Prerequisites: Completion of all core courses; purchase of professional liability insurance through Harding University. Fee: See course fee schedule.

SOCIOLOGY (SOC)

203. GENERAL SOCIOLOGY. (3) Fall, Spring, Summer. A broad perspective of the nature of society and its problems in terms of social institutions, forces, and changes. Cultural diversity and understanding of group interaction in our multi-ethnic society.

345. GERONTOLOGY. (3) Fall. Role of the aged in American society. Impact of social change and special problems of the elderly.

350. ORGANIZATIONAL BEHAVIOR. (3) Fall. Social aspects of the structure and functioning of modern formal organizations, including industrial, governmental, and educational systems. The effect of bureaucracy and formation of informal groups within the systems. Prerequisite: SOC 203.

401. GROUP PROCESSES. (3) Fall. Group dynamics, group organization and development of leadership; group modification of individual conduct; group work and research; use of groups in the promotion of mental health. Prerequisites: PSY 380, 382, or consent of instructor. (For SWK majors: SWK 280, 281, 350, 351).

405/505. CONTEMPORARY SOCIAL PROBLEMS. (3) Fall. Major theories of social problems. Relation of cultural values to social problems. Study of problems such as mental disorder, crime, poverty, sexual relations, overpopulation, environment, and race. Prerequisite: SOC 203.

407/507. SOCIAL PSYCHOLOGY. (3) Fall, Spring, Summer. Psychology of the individual in group situations. Social psychology research, social thinking (behavior and attitudes, explaining behavior social thinking in the clinic), social influence (cultural influences, conformity, persuasion, group influence, social psychology in court) and social relations (aggression, altruism, prejudice, attraction, conflict and peacemaking). Individual research projects required. Prerequisite: PSY or SWK 330.

410/510. HUMAN DIVERSITY. (3) Fall, Spring, Summer. Identity, goals, and organizations of American minority groups. Race relations as a social problem. Dimensions of prejudice and oppression. Prerequisite: SOC 203.

411/511. LAW AND BEHAVIORAL SCIENCES. (3) Summer, or upon sufficient demand. The legal environment in which social work, psychology and related behavioral sciences operate. The American legal system. Legal provisions related to child welfare, domestic violence, health care and mental health. Legal aspects of professional liability, credentialing and confidentiality. Development of professional expertise in courtroom behavior.

450. INDEPENDENT STUDY. (3) Fall, Spring. Individual study or research for qualified senior/graduate majors. Prerequisites: Approval of a formal proposal submitted to the faculty member and department chairman.

DEPARTMENT OF BIOLOGY

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

ASSOCIATE CHAIR: Steven C. Moore, Ph.D.

PROFESSORS:

Ronald Doran, M.S.

John W. Moon Jr., Ph.D.

Michael V. Plummer, Ph.D.

ASSOCIATE PROFESSORS:

Joe Goy, Ph.D.

Steven C. Moore, Ph.D.

ASSISTANT PROFESSORS:

Steve Cooper, Ph.D.

Jo Goy, M.S.

Nathan E. Mills, Ph.D.

Rebecca Rampey, Ph.D.

The mission of the Department of Biology is to give students a deep appreciation and understanding of the diverse life on earth and instill in students a sense of their God-given responsibility to be good stewards of that life. In pursuit of this mission, we strive to:

1. Give students a rigorous working knowledge of the database from which current biologists work and an in-depth understanding of the theoretical framework for organizing this knowledge;
2. Train students in the process by which biological data are gathered, analyzed and interpreted;
3. Encourage critical thinking when evaluating biological data and theories; and
4. Encourage students to develop an internally consistent philosophy of life that integrates science and scripture, and recognizes God as the source of all life.

Students who major in biology at Harding University are prepared to:

1. Be competitive in graduate school in the biological sciences, fisheries and wildlife programs;
2. Be competitive in professional schools such as medicine, dentistry and veterinary medicine;
3. Teach in the biological sciences at the primary and secondary levels; and

4. Fill entry-level positions as research technicians in non-profit organizations, industry and government.

In addition, students who take non-majors courses in biology are provided with a basic knowledge of biology as a necessary part of their general education.

Biology majors may elect either the Bachelor of Arts degree – if licensing to teach – or the Bachelor of Science degree. Senior majors must take the Major Field Test in Biology, preferably during the last semester.

As a rule, students with ACT math scores of 29 and below (O-SAT 630 and below; R-SAT 630 and below) need leveling work before taking MATH 201. Students with ACT math scores between 19 and 24 (O-SAT between 410 and 530; R-SAT between 450 and 550) should take MATH 151 (4 hours) and 152 (2 hours); those with ACT math scores between 25 and 29 (O-SAT between 540 and 630; R-SAT between 560 and 630) should take MATH 171 (5 hours). Leveling work decreases electives or increases total hours in the degree.

BACHELOR OF ARTS DEGREE BIOLOGY MAJOR (BEDU)

(Teacher Licensure for Integrated
Life/Earth Science)

REQUIREMENTS

HOURS

Liberal Arts:

39

EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure.

Biology, mathematics, physical science, and 3 hours of global literacy are counted below in the hours required for the major.

You must take POLS 205; one course from ANTH 250, POLS 202, GEOG 302 or 303, SOCS 301 (for global literacy/additional social science for licensure).

Major:

BIOL 121, 122, 140, 250, 254, 259, 271, 249 or 280, 315, 357, 406, 407, 440 (3 semesters required); MATH 171; PHS 410; 20 hours from chemistry, physical science and physics, including CHEM 121, 122 (with a grade of "C" or better) and 215, PHS 111, 112 and 113.

Math leveling work, if needed, increases the total hours in the degree by 5 to 6 hours.

Licensure:

EDFD 202, 203, 311; SEED 314, 417, 428, 451, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.

Remaining Bible:

PHS 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. Bible is not required during the supervised teaching semester.

TOTAL HOURS

68

Remaining Bible:

PHS 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken during the spring semester of the senior year.

TOTAL HOURS

128

Minor in Biology: 18 hours of biology, including 121, 122, 259 and 315.

BIOLOGY (BIOL)

111. GENERAL BIOLOGY. (3) Fall, Spring. A lecture course in selected principles of biology for students not majoring in natural sciences. Topics will be chosen from the following: cellular chemistry, cell structure and function, human structure and function, human genetics, infectious diseases, molecular genetics, and ethical issues related to the discovery and use of modern genetic technology. Satisfies the Liberal Arts requirement in biology, but does not count toward a major or minor in biology.

113. HUMAN STRUCTURE AND FUNCTION. (3) Fall, Spring. Structure and function of selected human organ systems and the cellular mechanisms and processes upon which they are based. Circulatory, digestive, nervous, musculoskeletal and respiratory systems. Designed for majors in communication disorders, dietetics, nursing, physical education, and others who need an introduction to human anatomy and physiology. Satisfies the Liberal Arts requirement in biology, but does not count toward a major or minor in biology.

121. GENERAL ZOOLOGY. (4) Fall, Spring. The animal kingdom, with emphasis on taxonomy, morphology and life histories, to typical representatives of the animal phyla. Three lectures and one 3-hour laboratory each week. Fee: See course fee schedule.

122. GENERAL BOTANY. (4) Fall, Spring. The plant kingdom from prokaryotes to the flowering plants. Identification, classification, life histories and importance of plants. 3 hours of lecture and 3 hours of laboratory or field trips per week. Fee: See course fee schedule.

140. FRESHMAN SEMINAR. (0) Fall, Spring. Students will be introduced to the biology faculty and departmental resources. Study strategies, future career opportunities, and strategies for maximizing preparedness for chosen careers will be presented. This course provides a forum for discussing the frustrations and joys of being a Christian who is a scientist and for facilitating communication between senior students and freshmen about the successes, joys and pitfalls of majoring in biology.

159. INTRODUCTION OF CELL BIOLOGY. (3) Fall, Spring, Summer. An introduction to biochemistry, cell biology and genetics. For nursing majors. Prerequisite: CHEM 114 with a minimum grade of "C".

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**BACHELOR OF SCIENCE DEGREE
BIOLOGY MAJOR (BIOL)**

REQUIREMENTS

HOURS

Liberal Arts:

45

Biology, mathematics and physical science are counted below in the hours required for the major.

Major

70

BIOL 121, 122, 140, 254, 259, 315, 407, 440 (3 semesters required) and 357 or 406; one course from 249, 261 or 280; 7 additional upper-level biology hours. CHEM 121, 122 (with a grade of "C" or better), 215; PHYS 201, 202; MATH 201; PH S 410. Plus 7 upper-division electives from math, computer science, chemistry, physical science or biology.

Electives:

7

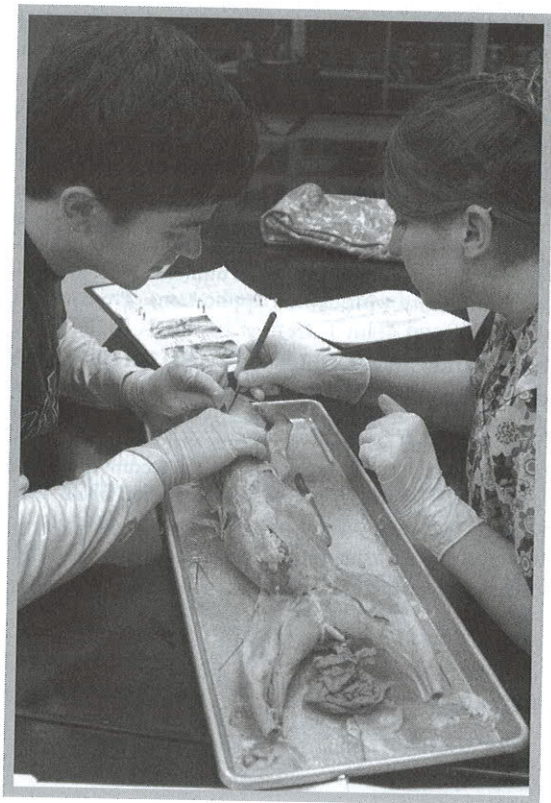
Math leveling, if needed, decreases electives by 5 to 6 hours.

249. ANATOMY AND PHYSIOLOGY I. (4) Fall, Spring, Summer I. First half of a two-semester sequence. Provides an overview of the molecular and cellular basis of life and covers the anatomy and physiology of the integumentary, skeletal, muscular and nervous systems. Three lectures and 3 hours laboratory per week. Prerequisite: BIOL 159 or CHEM 215 with a minimum grade of "C." Fee: See course fee schedule.

250. ENVIRONMENTAL SCIENCE. (3) Spring. Biological knowledge of the structure and function of ecosystems; human influence on the environment. Three lectures and/or discussion groups per week.

253. ANATOMY AND PHYSIOLOGY II. (4) Fall, Spring, Summer II. Second half of a two-semester sequence. Covers the anatomy and physiology of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Three lectures and 3 hours laboratory per week. Prerequisite: BIOL 249 with a minimum grade of "C." Fee: See course fee schedule.

254. BIostatistics. (3) Fall, Spring. An introductory, computer-based course. Topics include populations and samples, variables, probability distributions, descriptive statistics, statistical inference and hypothesis testing using selected parametric and non-parametric tests. Choosing appropriate analyses and interpreting results are emphasized. Three hours of lecture and 2 hours laboratory per week.



259. CELL BIOLOGY. (4) Fall, Spring. Introduction to cell structure and function. Examination of organelle and membrane structure and the role of enzymes in their function; cell processes including respiration and photosynthesis; gene expression and protein synthesis; cellular reproduction; and cell proliferation, differentiation and senescence. 4 hours lecture/discussion per week. Prerequisite: CHEM 215 or 249 with a minimum grade of "C."

261. VERTEBRATE MORPHOLOGY. (4) Fall of even years. Comparative structure and function of the vertebrates, including extinct forms. The laboratory provides an intensive dissection experience. 3 hours of lecture and 3 hours of laboratory per week.

271. MICROBIOLOGY. (4) Fall, Spring. Biology of prokaryotes and certain microscopic eukaryotic organisms. Virus structure and pathogenicity. Control of microorganisms by physical and chemical means. Epidemiology. Introduction to disease processes, host resistance and immunity. Approved by NAACLS for immunology content. Techniques for studying, isolating, identifying and controlling microorganisms. 3 hours of lecture and 3 hours of laboratory per week. Prerequisites: BIOL 159 or 259 or CHEM 215 or 249 with a minimum grade of "C."

280. ANIMAL PHYSIOLOGY. (4) Fall of odd years. Functions of each of the organ systems of animals, including the nervous, musculoskeletal, cardiovascular, respiratory, excretory and endocrine systems and their relation to environmental variables. 3 hours lecture and 3 hours of recitation per week. Prerequisite: BIOL 259.

310. MARINE BIOLOGY. (3) Spring of even years. Interactions of physical and chemical factors and habitat diversity with the biological components of the world's oceans. Environmental topics such as fisheries, mariculture, pollution and conservation. 2 hours lecture and 3 hours laboratory per week. Prerequisite: BIOL 121.

311. INVERTEBRATE ZOOLOGY. (4) Spring of odd years. Systematics, morphology, life history, physiology and ecology of marine, freshwater and terrestrial invertebrate phyla. 3 hours of lecture and 3 hours laboratory per week. Prerequisite: BIOL 121. Fee: See course fee schedule.

314/514. TOPICS IN BIOLOGY. (1-6) Offered on demand. Topics are determined by student needs and interests and instructor availability. Prerequisite: junior standing and consent of the instructor.

315/515. GENETICS. (4) Fall, Spring. Heredity, molecular genetics, microbial genetics, and variation and selection. Three lecture/demonstrations and 3 hours laboratory per week. Prerequisites: BIOL 259.

345/545. FIELD STUDIES. (1-6) Offered on sufficient demand during summer or school recess. An extended field trip designed to acquaint biology majors with natural ecosystems. Biogeographical report on area to be visited is required prior to trip, and trip journal is required upon return. One week of field work required for each hour of credit. Prerequisites: BIOL 121, 122, junior standing, and consent

of instructor. All trip expenses will be prorated among the participants.

352/552. PLANT TAXONOMY. (4) Offered on sufficient demand. History and basic principles. Laboratory work stressing the structural characteristics of vascular plant families and the use of field manuals in identifying components of local flora. Three lectures and 3 hours of laboratory or field work per week. Prerequisite: BIOL 122. Fee: See course fee schedule.

357. CELL AND MOLECULAR BIOLOGY LABORATORY. (2) Fall, Spring. Principles and techniques of cell and molecular biological analysis. Extensive use of laboratory equipment to investigate, collect, analyze and display biological data is emphasized. Strongly recommended for students pursuing graduate work in cellular or molecular biology, including the medical field. 1 hour of lecture and 3 hours of laboratory per week. Prerequisites BIOL 254, 259, 315.

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

371. ADVANCED GENETICS LABORATORY. (2) Fall, Spring. Course in transmission and molecular genetics. Classic papers are read and discussed to complement laboratory problem solving. Students are expected to pose problems, design experiments, analyze data, and communicate results to their peers. One hour lecture/discussion and 4 hours laboratory per week. Prerequisites: BIOL 315 and CHEM 215 or 249.

406. ECOLOGY LABORATORY. (2) Fall. Laboratory and field work utilizing basic quantitative methods of ecological research at the individual, population and community levels. Prerequisites: BIOL 254 and 407. Fee: See course fee schedule.

407/507. ECOLOGY. (3) Fall, Spring. The fundamental interactions between organisms and their environment which determine their distribution and abundance. Prerequisite: BIOL 121 or 122.

408/508. SCIENCE FOR THE P-8 TEACHER. (3) Fall, Spring. A science concept and content course designed especially for the P-8 teacher. Science literacy in an evolving technological society. Science as an active, constructive, cooperating process. Science involving experimentation, investigation of scientific phenomena, analysis, inquiry and problem solving. Science that includes interdisciplinary content, connections and real-world applications. Corequisite: ELED 408. Fee: See course fee schedule.

409/509. ANIMAL BEHAVIOR. (3) Offered on demand. The function, ecology, evolution and genetics of animal behavior. Two lectures and a 3-hour laboratory per week. Prerequisite: BIOL 121.

416/516. HERPETOLOGY. (4) Spring of even years. The morphology, systematics, ecology, behavior and distribution of amphibians and reptiles. Three lectures and 3 hours of laboratory or field work per week. Prerequisite: BIOL 121. Fee: See course fee schedule.

425/525. MOLECULAR AND CELLULAR BIOLOGY. (3) Spring of even years. The biochemistry, energetics and physiology of cells. Current approaches used in molecular genetics; problem-solving approaches to understanding current research data. Designed for students preparing for careers in biology, medicine and related fields. Three hours of lecture/discussion and 3 hours of recitation per week. Prerequisite: BIOL 259, 315 and CHEM 249.

430/530. RESEARCH. (1-4) Offered on sufficient demand. A research participation course for advanced science students. Students should enroll for at least two successive semesters. A research paper is required. Prerequisites: junior standing with a GPA of 3.0 in the sciences, plus consent of the instructor.

440. SEMINAR. (0-2) Fall, Spring. Invited speakers and senior students give oral presentations on current biological topics. Seminar also provides a forum for discussion of career opportunities, graduate school opportunities and use of biological literature. Three semesters of enrollment required. Students who have completed 45 hours are eligible for enrollment. Fee: See course fee schedule.

471. IMMUNOLOGY. (4) Spring of odd years. An introductory study of the principles of the immune system. Major topics include immunohematology, the lymphoid system, immunogenetics, antibody and cell-mediated immune responses, immune ontogeny, as well as immunity against microorganisms and immune-mediated diseases. The laboratory includes exercises in both humoral and cell-mediated immunity with clinical applications. Prerequisites: BIOL 259 and 271.

473. MOLECULAR, CELLULAR AND PHYSIOLOGY LABORATORY. (2) Offered on demand. Current methods for studying proteins, enzymes and DNA. Students pose problems, design and perform experiments, analyze data, and communicate results to their peers. 1 hour of lecture/discussion and 4 hours laboratory per week. Prerequisite: BIOL 425.

DEPARTMENT OF CHEMISTRY

CHAIR: David Cole, Ph.D.

PROFESSORS:

David Cole, Ph.D.

Edmond W. Wilson Jr., Ph.D.

ASSOCIATE PROFESSORS:

Dennis Matlock, Ph.D.

Dennis Province, Ph.D.

Keith Schramm, Ph.D.

ASSISTANT PROFESSORS:

Burt Hollandsworth, Ph.D.

Kevin Stewart, Ph.D.

The mission of the Department of Chemistry is to:

1. Increase the general culture of all students;
2. Prepare high school science teachers;
3. Provide basic training for preprofessional students in medicine, engineering, and other professional fields;
4. Prepare biochemistry, chemistry, and biochemistry and molecular biology majors for graduate study or industrial work.

The Bachelor of Science degree is awarded to biochemistry, biochemistry and molecular biology, and chemistry majors. The Bachelor of Arts degree with a major in physical science with emphasis in chemistry is awarded to students seeking teacher licensure. A minor is offered in chemistry.

As a rule, students with ACT math scores below 28 (R-SAT below 600) need leveling work before taking MATH 201. Students with ACT math scores between 19 and 21 (R-SAT between 450 and 500) should take MATH 105 (3 hours); those with ACT math scores between 22 and 24 (R-SAT between 510 and 540) should take MATH 151 (3 hours) and 152 (2 hours); those with ACT math scores between 25 and 27 (R-SAT between 560 and 630) should take MATH 171 (5 hours). Leveling work decreases the hours of electives in the biochemistry, biochemistry and molec-

ular biology, and chemistry majors and increases the total hours in the physical science with emphasis in chemistry major.

A non-refundable fee is required in each course that has a laboratory. See course fee schedule.

Senior chemistry, biochemistry, and biochemistry and molecular biology majors must take the Major Field Achievement Test (MFAT) during their final semester.

BACHELOR OF SCIENCE DEGREE BIOCHEMISTRY MAJOR (BIOC)

REQUIREMENTS	HOURS
Liberal Arts:	45
Do not take BIOL 111, 113; PHS 111, 112, 113, 115, 116; MATH 200. These courses do not count toward the major. Liberal Arts requirements for biology, physical science, and mathematics are counted below in the hours required for the major.	
Major:	72
44 hours of CHEM 121, 122, 249, 250, 261, 315, 324, 325, 326, 411, 412, 440, 450.	
27 hours of PHYS 211, 212, (or 201 and 202), MATH 201, 251, BIOL 259, 371, PHS 410; 3 hours of upper-level science or math.	
Electives:	5
Math leveling work, if needed, decreases electives by 5 hours.	
Remaining Bible:	6
PHS 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken in the spring of the senior year.	
TOTAL HOURS	128

**BACHELOR OF SCIENCE DEGREE
BIOCHEMISTRY AND MOLECULAR
BIOLOGY MAJOR (BCMB)**

REQUIREMENTS

HOURS

Liberal Arts:

45

Do not take BIOL 111, 113; PHS 111, 112, 113, 115, 116; MATH 200.

These courses do not count toward the major. Liberal Arts requirements for biology, physical science and mathematics are counted below in the hours required for the major.

Major:

71

26 hours of CHEM 121, 122, 249, 250, 324, 325, 326, 401.

24 hours of BIOL 140, 254, 259, 315, 357, 371, 425, 440; 4 hours from BIOL 253, 271, 280.

21 hours of other required courses, including MATH 201, PHYS 201, 202 (or 211, 212); BDOC 354; PHS 410; 4 hours of upper-level science or mathematics from CHEM 315, 405, 444; BIOL 253, 271, 280, 314, 430, 471; MATH 251.

Electives:

8

Math leveling work, if needed, decreases electives by 5 hours.

Remaining Bible:

4

BDOC 354 and PHS 410, counted above in the major, satisfy the Bible requirement in the semesters they are taken. They should be taken the senior year.

TOTAL HOURS

128

**BACHELOR OF SCIENCE DEGREE
CHEMISTRY MAJOR (CHEM)**

REQUIREMENTS

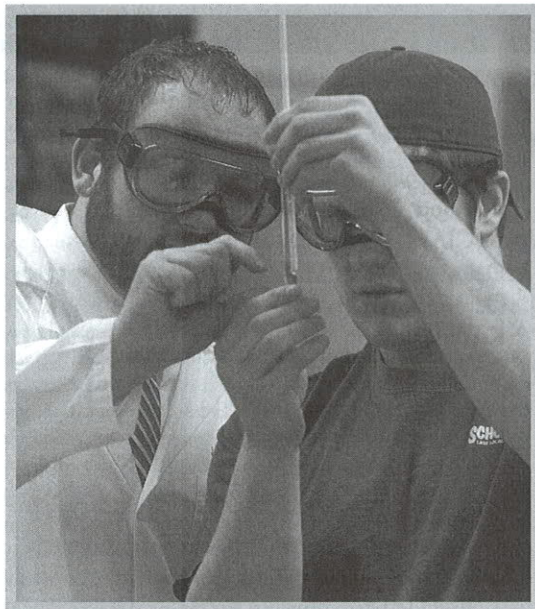
HOURS

Liberal Arts:

45

Do not take BIOL 111, 113; PHS 111, 112, 113, 115, 116; MATH 200.

These courses do not count toward the major. Liberal Arts requirements for biology, physical science, and mathematics are counted below in the hours required for the major.



Major:

70

CHEM: 39 hours, including 121, 122, 249, 250, 261, 315, 324, 411, 412, 440 and 450.

30 hours of other required courses, including BIOL 259; PHYS 211, 212 (or 201 and 202); MATH 201, 251; PHS 410; 3 hours of upper-level chemistry; 3 hours of upper-level science or mathematics.

CHEM 326, 350, 405, 444; MATH 301, 351; and PHYS 301 and 312 are recommended.

Electives:

7

The equivalent of one hour of credit of chemistry laboratory must be included in the upper level electives. Math leveling work, if needed, decreases electives by 5 hours.

Remaining Bible:

6

PHS 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken in the spring of the senior year.

TOTAL HOURS

128

Minor in Chemistry: 18 hours, including 6 upper-level hours.

**BACHELOR OF ARTS DEGREE
PHYSICAL SCIENCE (WITH EMPHASIS IN
CHEMISTRY) MAJOR (PHSC)
(Teacher Licensure)**

REQUIREMENTS

Liberal Arts:

Liberal Arts requirements for biology, physical science, global literacy and mathematics are counted below in the hours required for the major. POLS 205 is required. EDFD 203 is taken in place of PSY 201. Three hours of global literacy must be taken from ANTH 250, SOCS 301, GEOG 302 or 303.

Major:

38 hours of CHEM 121, 122, 249 (or 215 and 216), 261, 315 (or 324 and 325), 440, PHYS 201, 202 (or 211, 212), PHS 112, 113, 114, 410.

20 hours of other required science and math courses including BIOL 250 and MATH 171 and 12 hours of electives selected from BIOL 254, 259, CHEM 249, 250, 315, 324, 325, 350, 405, 450, MATH 201, 251, PHYS 301, 350.

Math leveling work, if needed, increases the total hours in the degree.

Licensure:

EDFD 202, 203, 311; SEED 314, 417, 428, 451, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.

Remaining Bible:

PHS 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken in the spring of the senior year. Bible is not taken during the supervised teaching semester.

TOTAL HOURS

HOURS

39

58

32

4

133

CHEMISTRY (CHEM)

114. GENERAL CHEMISTRY. (4) Fall, Spring. Basic concepts of inorganic chemistry. Recommended for students with no high school chemistry. Three class periods and 3 hours laboratory per week. May not be applied to a major or minor in chemistry or biochemistry. Fee: See course fee schedule.

121-122. COLLEGE CHEMISTRY. (4, 4) Fall, Spring, Summer on demand. Theoretical and quantitative principles of inorganic chemistry including laboratory qualitative and quantitative analysis. Strongly recommended: Math ACT subscore of 23 or higher (SAT 530) or credit in MATH 151 or 171 or 201 or higher. CHEM 121 with a grade of "C" or higher is prerequisite to 122. Fee: See course fee schedule.

215. ORGANIC AND BIOLOGICAL CHEMISTRY. (3) Fall, Spring. Introduction to organic chemistry and its application to the chemistry of living systems. Prerequisite: CHEM 114 or 121 with minimum grade of "C" or satisfactory score on departmental placement exam. May not be applied to a major or minor in chemistry.

216. ORGANIC AND BIOLOGICAL CHEMISTRY LABORATORY. (1) Fall, Spring. Laboratory exercises in organic and biological chemistry. Prerequisite: Credit or concurrent enrollment in CHEM 215. May not be applied to a major or minor in chemistry. Fee: See course fee schedule.

249-250. ORGANIC CHEMISTRY. (4, 4) Fall, Spring. An integrated approach to structure and mechanism in organic chemistry, including nomenclature, classification, synthesis, properties, and uses of the compounds of carbon. Three class periods and 4 hours laboratory per week. Prerequisite: CHEM 122 with a grade of "C" or higher. Prerequisite for 250 is 249 with a grade of "C" or higher. Fee: See course fee schedule.

261. ANALYTICAL CHEMISTRY. (4) Fall. Qualitative and quantitative chemical separations and analyses emphasizing chemical equilibrium, gravimetric, and volumetric analysis. Two class periods and 6 hours laboratory per week. Prerequisite: CHEM 122. Fee: See course fee schedule.

315. INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS. (4) Spring. An overview of basic components, theory, and applications of analytical instruments in the laboratory. Topics discussed include UV/Vis, IR, fluorescence, atomic absorption, and NMR spectroscopy as well as high-performance liquid chromatography, gas chromatography, mass spectroscopy and electrochemistry. Two class periods and two laboratory periods per week. Prerequisites: CHEM 261 or consent of instructor and PHYS 202 or 212. PHYS 202 or 212 may be taken concurrently. Fee: See course fee schedule.

324. BIOCHEMISTRY I. (3) Fall, Spring, Intersession. Basic concepts of the chemistry and intermediary metabolism of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones are considered with special consideration given to biochemical energetics and molecular biochemistry. Prerequisites: CHEM 122 and 215, or 249 with a grade of "C" or higher.

325. BIOCHEMISTRY I LABORATORY. (1) Fall, Spring. A laboratory designed to study biochemistry at the molecular level. Areas of investigation include pKa's and buffer systems, characterization of amino acids, proteins, and carbohydrates and lipids with particular emphasis given to mastering physical biochemical laboratory techniques. One 4-hour laboratory per week. Prerequisite: Enrollment or credit in CHEM 324. Fee: See course fee schedule.

326. BIOCHEMISTRY II. (3) Spring. Continuation of 324 with added emphasis given to protein-ligand interactions, antibodies, enzymology, transfer of genetic information, and recombinant DNA technology. Prerequisite: CHEM 324 with minimum grade of "C."

350. MICROCOMPUTER INTERFACING. (3) Spring. Microcomputer interfacing, analog-to-digital conversion, and computer electronics. Prerequisite: PHYS 202 or 212. Credit is not granted for both CHEM 350 and PHYS 350.

401. PHYSICAL CHEMISTRY WITH BIOLOGICAL APPLICATIONS. (3) Fall. Thermodynamics, kinetics, solution behavior of macromolecules, enzyme-ligated interactions, molecular modeling, molecular spectroscopy, and statistical thermodynamics. Prerequisites: BIOL 259, CHEM 250, CHEM 326, MATH 201; PHYS 202 or 212.

405/505. RESEARCH. (1-3) Fall, Spring, Summer. Students conduct an experimental investigation under the supervision of a faculty member. A paper reporting the results of the research, written in the format of a published journal article, is required for completion of the course. A minimum of 4 laboratory hours per week is required per credit hour. May be repeated. Research at another institution may be counted with the prior approval of the department chair. Prerequisites: Junior standing and consent of faculty member who will advise. Fee: See course fee schedule.

411/511-412/512. PHYSICAL CHEMISTRY. (4, 4) Fall, Spring. States of matter, thermodynamics, equilibria, kinetics, electrochemistry, spectroscopy, quantum mechanics and statistical mechanics. Three class periods and 4 hours laboratory per week. Prerequisites: CHEM 250 and 261 and PHYS 212 (or 202) and MATH 251. Fee: See course fee schedule.

440. SEMINAR. (0-1) Fall, Spring. Use of the chemical literature and oral presentations of interest to department majors. Required of all junior and senior majors, but credit is earned only in the graduating semester of the senior year.

444/544. SELECTED TOPICS. (1-4) Offered on demand. Topics are determined by student needs and interests and

instructor availability. May be repeated for additional credit as the topic changes.

450/550. INORGANIC CHEMISTRY. (4) Fall. Modern inorganic chemistry including chemical bonding, concepts of acids and bases, chemistry of the main group elements, coordination chemistry and organometallic chemistry. Three hours lecture and 3 hours laboratory per week. Prerequisite: CHEM 250. Fee: See course fee schedule.

PHYSICAL SCIENCE (PHS)

110. EARTH SCIENCE LABORATORY. (1) Fall. Experiments and exercises in selected areas of astronomy, meteorology and geology. One 3-hour laboratory per week. Prerequisite: Credit or concurrent enrollment in PHS 111. Fee: See course fee schedule.

111. EARTH SCIENCE. (3) Fall, Spring, Intersession. Overview of geology, meteorology, and astronomy. Required as the Liberal Arts requirement for early/middle childhood education majors.

112. GEOLOGY. (3) Fall, Spring. Overview of minerals and rocks, land forms, and the geological processes that shape the earth.

113. ASTRONOMY AND SPACE SCIENCE. (3) Fall, Spring. Historical perspectives and current interpretations of philosophy and methodology of science with emphasis on astronomical phenomena, including direct observational experiences. Celestial phenomena, overview of the earth, the solar system, stars, and the universe, with science principles applied to astronomy.

114. METEOROLOGY. (1) Fall, Spring, Intersession. Fundamentals of the atmosphere, atmospheric measurements, weather and severe storms. For those seeking licensure in secondary science education, does not count as the Liberal Arts requirement in physical science.

115. ENERGY, POLLUTION AND SOCIETY. (3) Fall, Spring. Philosophy and methodology of science with emphasis on energy generation, distribution, utilization, and conservation and its impact on the environment.

116. PHYSICAL SCIENCE. (3) Fall, Spring. An introduction to basic concepts in physics and chemistry including motion, gravity, momentum, energy, sound, electricity and the atom. Credit is not granted in PHS 116 following credit for any other physics or chemistry course.

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

410. CHRISTIAN VIEW OF SCIENCE AND SCRIPTURE. (2 or 3) Spring. The Bible and science, presuppositions, scientific methods, origins, evolution, ethics, and the reasonableness of Christian faith. Open only to senior B.S. and B.A. science and mathematics majors. Required of all B.S. science and mathematics majors and B.A. biology and physical science majors.

DEPARTMENT OF COMPUTER SCIENCE

CHAIR: Timothy B. Baird, Ph.D.

PROFESSORS:

Stephen A. Baber, Ph.D.

Timothy B. Baird, Ph.D.

ASSISTANT PROFESSORS:

Frank McCown, M.S.

John W. Nunnally, M.S.

Scott S. Ragsdale, M.S.E.

*Dana Steil, M.S.E.

INSTRUCTOR:

Gabriel Foust, M.S.

ASSISTING FROM OTHER DEPARTMENTS:

PROFESSOR:

Travis Thompson, Ph.D.

INSTRUCTOR:

Jon White, M.S.

The mission of the Department of Computer Science is to:

1. Prepare students for participation in all phases of software development;
2. Provide a foundation of fundamental concepts which will accommodate emerging technologies.

BACHELOR OF SCIENCE DEGREE COMPUTER SCIENCE MAJOR (CSC)

REQUIREMENTS	HOURS
Liberal Arts:	51
Do not take MATH 200. Mathematics is counted below in the hours required for the major.	
Major:	61-63
MATH 201, 251, 260, 313, 318; COMP 170 or 150/151, 245, 250, 268, 301, 310, 311, 336, 345, 439, 440; three courses from ENGR 220, COMP 328, 335, 349, 367, 425, 430, 431, 445, 446, 450, 475, PHYS 350.	
Leveling Work:	0-6

As a rule, students with ACT math scores 29 and below (O-SAT 630 and below; R-SAT 630 and below) need leveling work before taking MATH 201. Students with ACT math scores between 19 and 24 (O-SAT between 410 and 530; R-SAT between 450 and 550) should take MATH 151 (4 hours) and 152 (2 hours); those with ACT math scores between 25 and 29 (O-SAT between 540 and 630; R-SAT between 560 and 630) should take MATH 171 (5 hours). Leveling work decreases the hours of electives.

Electives:	1-8
One hour if maximum leveling is needed (see above); 8 hours if no leveling is needed.	
Remaining Bible:	8
TOTAL HOURS	128

BACHELOR OF ARTS DEGREE COMPUTER SCIENCE MAJOR (CSC)

REQUIREMENTS	HOURS
Liberal Arts:	51
Do not take MATH 200. Mathematics is counted below in the hours required for the major.	
Major:	42-44
MATH 151; COMP 170 or 150/151, 245, 250, 268, 301, 310, 311, 336, 345, 439, 440; two courses from ENGR 220, COMP 328, 335, 349, 367, 425, 430, 431, 445, 446, 450, 475, PHYS 350.	
Minor:	18
Electives:	2-9
Remaining Bible:	8
TOTAL HOURS	128
Minor in Computer Science: 18 hours of computer science, including 6 upper-level hours.	

COMPUTER SCIENCE (COMP)

150. PROGRAMMING I. (3) Fall, Spring. A course for those with little or no experience in programming. Algorithmic solutions to basic programming problems. Writing of these solutions in C++.

151. PROGRAMMING II. (3) Fall, Spring. A continuation of 150. Concepts covered include multi-dimensional arrays, strings, records, pointers, and files. Prerequisite: COMP 150.

170. SOFTWARE DEVELOPMENT. (5) Fall, Spring. Intended primarily for computing and engineering majors. Designing and writing modular program solutions using the C++ programming language. Advanced programming concepts such as multi-dimensional arrays, records, pointers, and files. A math ACT score of 27 or higher is recommended to take this course. Students with less preparation should take COMP 150/151.

245. DATA STRUCTURES. (3) Fall, Spring. Major structures used for storing data on computer systems. Strings, stacks, queues, recursion, linked lists, trees, and graphs. Major searching and sorting algorithms. Analysis of algorithms. Prerequisite: COMP 170 or 150/151.

250. INTERNET DEVELOPMENT. (3) Fall, Spring. Introductory Internet programming including HTML, cascading style sheets, Javascript, CGI programming using C++, applications of applets, XML and other Web development technologies. Prerequisite: COMP 170 or 150/151.

268. COMPUTER ARCHITECTURE AND ASSEMBLER PROGRAMMING. (3) Fall, Spring. Machine and assembly language programming with emphasis on computer architecture, data representation, addressing techniques, instruction formats, and logic design. Prerequisite: COMP 170 or 150/151.

301. SOFTWARE ENGINEERING. (3) Fall, Spring. Tools and techniques used in all phases of the systems development lifecycle. Enterprise modeling, data modeling, structured modeling tools, structured design, CASE tools, and prototyping. Development of interpersonal communication skills in group exercises. Prerequisite: COMP 150 or 170.

310. OPERATING SYSTEMS CONCEPTS. (3) Fall. The historical development and current functions of operating systems. Hardware and software requirements for operating systems which support uniprocessing, multiprogramming, and multiprocessing. Process management, memory management, disk scheduling, performance evaluation, security, and case studies. Prerequisites: COMP 245; COMP 268 or EENG 321.

311. DATA COMMUNICATIONS AND NETWORKING. (3) Spring. Network topology, local area networks, wide area networks, layered protocols, network management, and available network hardware and software. Prerequisites: COMP 245; COMP 268 or EENG 321.

328. NUMERICAL METHODS. (3) Spring of even years. Computer solutions to mathematical problems, including

systems of linear equations, polynomial interpolation, fixed point algorithms, numerical integration, and numerical solutions to differential equations. Prerequisites: COMP 150 or 170; and MATH 201, or consent of the instructor.

335. FILE STRUCTURES AND ACCESS METHODS. (3) Fall of odd years. Data structures used for the storage of files and methods of access. Sequential files, direct access files, indexed sequential files, hashing, data compaction, data encryption, tree-structured indices, file-processing subroutine libraries, and file support for database systems. Prerequisite: COMP 345.

336. DATABASE CONCEPTS AND APPLICATIONS. (3) Spring. 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 using a database system. Prerequisite: COMP 245 and 301.

345. OBJECT-ORIENTED PROGRAMMING. (3) Fall, Spring. Object-oriented programming using C++ and/or Java programming language(s). The object paradigm, classes and methods, data abstraction and encapsulation, polymorphism, single and multiple inheritance, memory management, operator and function overloading, templates, and exception handling. Prerequisites: COMP 245 and 301.

349. APPLIED ALGORITHMS. (3) Fall. Classification of algorithms. Complexity and computing requirements, including efficiency, greedy algorithms, divide and conquer algorithms, dynamic programming, graph algorithms, probabilistic algorithms, and computability theory. Prerequisites: COMP 245 and MATH 201.

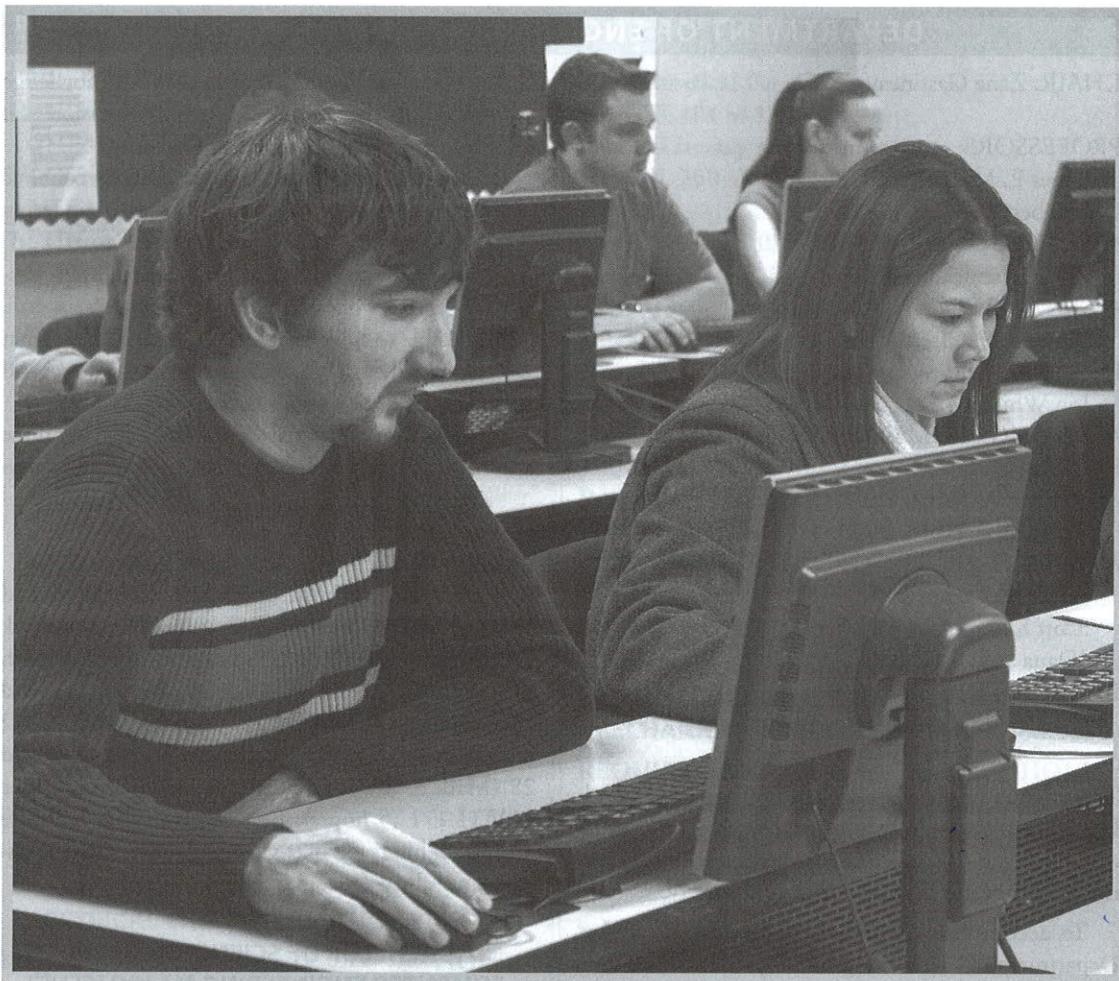
367. COOPERATIVE EDUCATION. (3) Offered on demand. See Cooperative Education catalog section.

425. PARALLEL PROGRAMMING. (3) Fall of even years. Developing multi-tier and peer-to-peer software for large-scale and high-performance environments. Dynamic Link Libraries, component-based programming, sockets, remote procedure calls, client-server architectures, transaction monitors, object request brokers, multi-threading and current industry tools. Prerequisites: COMP 345.

430. ARTIFICIAL INTELLIGENCE. (3) Fall of even years. Concepts and techniques used in the development of intelligent systems. Knowledge representation, game playing, search techniques, heuristics, deduction, learning, natural language processing, rule-based expert systems, constraint exploitation, and an appropriate programming language such as LISP or PROLOG. Prerequisite: COMP 245.

431. INTERNET DEVELOPMENT II. (3) Spring. Advanced Internet programming, including Java development, applets, servlets, Java Server pages, XML processing, and ASP.NET technologies. Prerequisite: COMP 250. Corequisite: COMP 345.

439. COMPUTING SEMINAR. (1) Fall, Spring. A week-



ly seminar required of all junior and senior computing majors. Credit may be taken only once. Enrolled students will be required to research and present a paper on a topic approved by the instructor. Includes presentations by faculty and invited speakers relative to ethics and current issues in computing. Prerequisite: Senior status.

440. CS SOFTWARE DEVELOPMENT PROJECT. (3) Fall, Spring. The capstone course for Computer Science majors. Development of a computer application in a simulated on-the-job environment through the analysis, design, programming, and testing phases of the software life cycle. Prerequisite: All other courses required by the major or consent of instructor.

441. CIS SOFTWARE DEVELOPMENT PROJECT. (3) Fall, Spring. The capstone course for Computer Information Systems majors. Development of a computer application in a simulated on-the-job environment through the analysis, design, programming, and testing phases of the software life cycle. Prerequisite: All other courses required

by the major or consent of instructor.

445. GRAPHICAL USER INTERFACE PROGRAMMING. (3) Fall. Software development under event-driven, graphical user interface environments. Messaging, event-driven programming, window creation and management, window procedures, graphical resources, dialog boxes, CUA interfaces, device independence, printing, object linking and embedding, multiple document interfaces, object-based class libraries, and developing and integrating online help. Prerequisite: COMP 345.

446. COMPUTER GRAPHICS. (3) Spring of odd years. Mathematical and programming techniques central to computer graphics, including scaling, transformations, translations, rotations, reflections, projections, windowing, rendering, generated surfaces and hidden surface removal. Prerequisites: COMP 345 and MATH 313.

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

475. SELECTED TOPICS. (1-3) Offered on demand.

DEPARTMENT OF ENGINEERING AND PHYSICS

CHAIR: Zane Gastineau, Ph.D.

PROFESSORS:

James E. Mackey, Ph.D.
Lambert E. Murray, Ph.D.

ASSOCIATE PROFESSOR:

Zane Gastineau, Ph.D.

ASSISTANT PROFESSOR:

Kenneth S. Olree, Ph.D.

INSTRUCTOR:

Jon White, M.S.

ASSISTING FROM OTHER DEPARTMENTS:

PROFESSORS:

Stephen A. Baber, Ph.D.
Timothy B. Baird, Ph.D.

ASSISTANT PROFESSORS:

Frank McCown, M.S.
Scott S. Ragsdale, M.S.E.
*Dana Steil, M.S.E.

INSTRUCTOR:

Gabriel Foust, M.S.E.

The mission of the Department of Engineering and Physics is to prepare Christian professionals to assume engineering and physics leadership roles that improve the quality of life for individuals and society.

To accomplish this mission, the faculty of the Department of Engineering and Physics is committed to:

1. Attracting highly talented and motivated students to the engineering and physics professions.
2. Developing relevant technical skills in students.
3. Developing communication and teamwork skills in students.
4. Raising awareness of professional and ethical responsibilities to society.
5. Instilling a desire and ability for lifelong learning in students.

The objective of the Engineering Program at Harding University is to ensure that students who major in engineering will:

1. Have the fundamental technical knowledge and skills that will enable them to have successful careers in the engineering profession.
2. Appreciate the social, religious, ethical, economic and environmental dimensions of engineering problems they may face.
3. Possess the communication and social skills necessary to work effectively with others.
4. Be able to solve problems by determining what is already known, and then applying logic and creativity to find a solution.
5. Have the intellectual skills necessary to continue learning and to stay current with the profession as it changes.

Leveling Work: 0-6

As a rule, students with ACT math scores 28 and below (Math SAT 600 and below) need leveling work before taking MATH 201. Students with ACT math scores between 22 and 25 (Math SAT between 510 and 560) should take MATH 151 (4 hours) and 152 (2 hours); those with ACT math scores between 25 and 28 (Math SAT between 560 and 600) should take MATH 171 (5 hours). Leveling work increases the number of hours for an engineering major and decreases the number of electives for a physics major.

BACHELOR OF SCIENCE DEGREE COMPUTER ENGINEERING MAJOR (CENG)

REQUIREMENTS

HOURS

Liberal Arts:

42

(The requirements listed here supersede those listed in the Liberal Arts section of this catalog.)

Spiritual and Moral Values:

BNEW 112, BOLD 101, BDOC 253;
one course from BNEW 211, BNEW 213, BDOC 251, BOLD 202, BYFE 338

Communication and Critical Thinking:

ENG 111 or 113, ENG 211, COMO 101

The Individual and the Social Environment:

KINS 101 and one course from ECON
201, POLS 205, SOC 203

The Natural World:

CHEM 121, MATH 201

The Creative Spirit:

ART 101, MUS 101

The Historical Perspective:

HIST 101 or 102

Global Literacy and Biology:

BIOL 250

Major:

CENG 170, 245, 268, 301, 310, 311,
345, ENGR 101, 102, 220, 221, 420,
421; EENG 320, 321, 420; MATH 251,
260, 301, 351; PHYS 211, 212; 3 hours
from MATH 313, 318, PHYS 312; 6
hours from EENG 340, 350, ENGR
310, 401, 402, 445, PHYS 412; 6 hours
from CENG 250, 328, 349, 385, 425,
430, 431, 445, 446.

Remaining Bible:

BHIS 340; one course from BMIS
280, BMIS 386, BMIS 387; and two
additional Bible courses.

TOTAL HOURS

86

10

138

**BACHELOR OF SCIENCE DEGREE
ELECTRICAL ENGINEERING MAJOR (EENG)**

REQUIREMENTS

HOURS

Liberal Arts:

42

(The requirements listed here super-
sede those listed in the Liberal Arts
section of this catalog.)

Spiritual and Moral Values:

BNEW 112, BOLD 101, BDOC 253;
one course from BNEW 211, BNEW
213, BDOC 251, BOLD 202, BYFE
338

Communication and Critical Thinking:

ENG 111 or 113, ENG 211, COMO
101

The Individual and the Social Environment:

KINS 101 and one course from ECON
201, POLS 205, SOC 203

The Natural World:

CHEM 121, MATH 201

The Creative Spirit:

ART 101, MUS 101

The Historical Perspective:

HIST 101 or 102

Global Literacy and Biology:

BIOL 250

Major:

ENGR 101, 102, 220, 221, 401, 420,
421; EENG 320, 321, 330, 340, 345,
350, 380, 420; CENG 170; MATH
251, 260, 301, 351; PHYS 211, 212,
412; CHEM 122; 6 hours from EENG
415, 430, ENGR 310, 402, 445; 3
hours from MATH 313, 318, CENG
328, PHYS 312.

87

Remaining Bible:

BHIS 340; one course from BMIS
280, 386, 387; and two additional
Bible courses.

10

TOTAL HOURS

139

**BACHELOR OF SCIENCE DEGREE
MECHANICAL ENGINEERING MAJOR (MENG)**

REQUIREMENTS

HOURS

Liberal Arts:

42

(The requirements listed here super-
sede those listed in the Liberal Arts
section of this catalog.)

Spiritual and Moral Values:

BNEW 112, BOLD 101, BDOC 253;
one course from BNEW 211, BNEW
213, BDOC 251, BOLD 202, BYFE
338

Communication and Critical Thinking:

ENG 111 or 113, ENG 211, COMO
101

The Individual and the Social Environment:

KINS 101 and one course from ECON
201, POLS 205, SOC 203

The Natural World:

CHEM 121, MATH 201

The Creative Spirit:

ART 101, MUS 101

The Historical Perspective:

HIST 101 or 102

Global Literacy and Biology:

BIOL 250

Major:

ENGR 101, 102, 220, 221, 401, 420, 421; MENG 225, 226, 320, 321, 330, 340, 401, 420, 445; CHEM 122; CENG 170; MATH 251, 301, 351; PHYS 211, 212; 9 hours from ENGR 310, 402, 445; PHYS 325; MENG 415, 430, 440; 3 hours from CENG 328, MATH 313, 318, PHYS 312.

Remaining Bible:

BHIS 340; one course from BMIS 280, 386, 387; and two additional Bible courses.

TOTAL HOURS

86

Remaining Bible:

PHS 410, counted above in the major, satisfies the Bible requirement in the semester it is taken. It should be taken in the spring of the senior year.

TOTAL HOURS

128

Minor in Physics: 18 hours, including 6 upper-level hours.

10

COMPUTER ENGINEERING (CENG)

150. PROGRAMMING I. (3) Fall, Spring. A course for those with little or no experience in programming. Algorithmic solutions to basic programming problems. Writing of these solutions in C++.

151. PROGRAMMING II. (3) Fall, Spring. A continuation of 150. Concepts covered include multi-dimensional arrays, strings, records, pointers, and files. Prerequisite: CENG 150.

170. SOFTWARE DEVELOPMENT. (5) Fall, Spring. Intended primarily for computing and engineering majors. Designing and writing modular program solutions using the C++ programming language. Advanced programming concepts such as multi-dimensional arrays, records, pointers, and files. A math ACT score of 27 or higher is recommended to take this course. Students with less preparation should take CENG 150/151.

245. DATA STRUCTURES. (3) Fall, Spring. Major structures used for storing data on computer systems. Strings, stacks, queues, recursion, linked lists, trees, and graphs. Major searching and sorting algorithms. Analysis of algorithms. Prerequisite: CENG 170 or 150/151.

250. INTERNET DEVELOPMENT. (3) Fall, Spring. Introductory Internet programming including HTML, cascading style sheets, Javascript, CGI programming using C++, applications of applets, XML and other Web development technologies. Prerequisite: CENG 170 or 150/151.

268. COMPUTER ARCHITECTURE AND ASSEMBLER PROGRAMMING. (3) Fall, Spring. Machine and assembly language programming with emphasis on computer architecture, data representation, addressing techniques, instruction formats, and logic design. Prerequisite: CENG 170 or 150/151.

301. SOFTWARE ENGINEERING. (3) Fall, Spring. Tools and techniques used in all phases of the systems development lifecycle. Enterprise modeling, data modeling, structured modeling tools, structured design, CASE tools, and prototyping. Development of interpersonal communication skills in group exercises. Prerequisite: CENG 150 or 170.

305. DECISION SUPPORT SYSTEMS. (3) Spring. The integration of microcomputer applications for decision support. Topics include advanced spreadsheet applications, advanced microcomputer database applications, introduc-

138

**BACHELOR OF SCIENCE DEGREE
PHYSICS MAJOR (PHYS)**

REQUIREMENTS

HOURS

Liberal Arts:

48

Do not take PHS 111, 112, 113, 115, 116; MATH 200. These courses do not count toward the major. Liberal Arts requirements for physical science and mathematics are counted below in the hours required for the major.

Major:

69

PHYS: 35 hours, including 211, 212, 301, 312, 325, 350, 412, 415, 425, 431, 440, 444.

34 hours of other required courses, including CHEM 121, 122; MATH 201, 251, 301, 351; COMP 150 (3) or 170 (5); PHS 410; 3-5 additional hours of science, computer science and mathematics.

COMP 328 is strongly recommended. A double major in physics and mathematics or computer science is also strongly recommended.

Electives:

5

Math leveling work, if needed, nullifies electives.

tion to rule-based expert systems, and programming techniques for seamless integration of these products. Prerequisite: CENG 245.

310. OPERATING SYSTEMS CONCEPTS. (3) Fall. The historical development and current functions of operating systems. Hardware and software requirements for operating systems which support uniprogramming, multiprogramming, and multiprocessing. Process management, memory management, disk scheduling, performance evaluation, security, and case studies. Prerequisites: CENG 245; CENG 268 or EENG 321.

311. DATA COMMUNICATIONS AND NETWORKING. (3) Spring. Network topology, local area networks, wide area networks, layered protocols, network management, and available network hardware and software. Prerequisites: CENG 245; CENG 268 or EENG 321.

328. NUMERICAL METHODS. (3) Spring of even years. Computer solutions to mathematical problems, including systems of linear equations, polynomial interpolation, fixed point algorithms, numerical integration, and numerical solutions to differential equations. Prerequisites: CENG 150 or 170; MATH 251 and MATH 313, or consent of the instructor.

335. FILE STRUCTURES AND ACCESS METHODS. (3) Fall of odd years. Data structures used for the storage of files and methods of access. Sequential files, direct access files, indexed sequential files, hashing, data compaction, data encryption, tree-structured indices, file-processing subroutines libraries, and file support for database systems. Prerequisite: CENG 345.

345. OBJECT-ORIENTED PROGRAMMING. (3) Fall. Object-oriented programming using C++ and/or Java programming language(s). The object paradigm, classes and methods, data abstraction and encapsulation, polymorphism, single and multiple inheritance, memory management, operator and function overloading, templates, and exception handling. Prerequisites: CENG 245 and 301.

349. APPLIED ALGORITHMS. (3) Fall of odd years. Classification of algorithms. Complexity and computing requirements, including efficiency, greedy algorithms, divide and conquer algorithms, dynamic programming, graph algorithms, probabilistic algorithms, and computability theory. Prerequisites: CENG 245 and MATH 201.

385. TELECOMMUNICATIONS. (3) Fall. An introductory course in telecommunications. Concepts covered include basic telephony, analog telephones, T1 voice links, voice sampling, quantization, encoding, cellular telephone communications, telephone protocols and VOIP. Prerequisites: CENG 268 or ENGR 220.

425. DISTRIBUTED PROGRAMMING. (3) Fall of even years. Developing multi-tier and peer-to-peer software for large-scale and high-performance environments. Dynamic Link Libraries, component-based programming, sockets, remote procedure calls, client-server architectures, transaction monitors, object request brokers, multi-threading and

current industry tools. Prerequisites: CENG 311 and 345.

430. ARTIFICIAL INTELLIGENCE. (3) Fall of even years. Concepts and techniques used in the development of intelligent systems. Knowledge representation, game playing, search techniques, heuristics, deduction, learning, natural language processing, rule-based expert systems, constraint exploitation, and an appropriate programming language such as LISP or PROLOG. Prerequisite: CENG 245.

431. INTERNET DEVELOPMENT II. (3) Spring. Advanced Internet programming, including Java development, applets, servlets, Java Server pages, XML processing, and ASP.NET technologies. Prerequisite: CENG 250. Corequisite: CENG 345.

445. GRAPHICAL USER INTERFACE PROGRAMMING. (3) Fall. Software development under event-driven, graphical user interface environments. Messaging, event-driven programming, window creation and management, window procedures, graphical resources, dialog boxes, CUA interfaces, device independence, printing, object linking and embedding, multiple document interfaces, object-based class libraries, and developing and integrating online help. Prerequisite: CENG 345.

446. COMPUTER GRAPHICS. (3) Spring of odd years. Mathematical and programming techniques central to computer graphics, including scaling, transformations, translations, rotations, reflections, projections, windowing, rendering, generated surfaces and hidden surface removal. Prerequisites: CENG 345 and MATH 313.

ELECTRICAL ENGINEERING (EENG)

320. ELECTRONICS. (4) Fall. Solid state devices as elements of electronic circuits; linear models and linear operation of these devices emphasized. Three lecture/three laboratory hours per week. Prerequisite: ENGR 221 and PHYS 212. Fee: See course fee schedule.

321. DIGITAL LOGIC DESIGN. (4) Spring. Number systems and base conversions. Analysis and design of digital circuits. Logic and sequential design. Introduction to microprocessors. Three lecture/three laboratory hours per week. Prerequisite: ENGR 320. Fee: See course fee schedule.

330. DIGITAL ELECTRONICS. (3) The analysis and design of digital electronics using CMOS technology to meet given performance and economic objectives. Prerequisite: ENGR 221 or consent of instructor.

340. SIGNALS AND SYSTEMS. (3) Fall. An introduction to the modeling and analysis of signals and systems. Topics include convolution, continuous time Fourier series, Fourier transform, Laplace transform, bandwidth, basic filter design, modulation techniques, random variables, random processes and spectral density. Prerequisite: ENGR 221.

345. COMMUNICATION THEORY. (3) Spring. An introductory course in communication theory for both digital and analog systems. Topics include Fourier analysis, modulation and demodulation theory, digital signaling formats,

communication system design fundamentals and applications. Probability and random processes are introduced and applied to the study of narrow band noise in communication systems. Prerequisites: EENG 340, MATH 351.

350. DIGITAL SIGNAL PROCESSING. (3) Spring. Analysis of discrete-time signals and systems. Discrete-time Fourier analysis, sampling of continuous-time signals, z-transform, and transform analysis of discrete time systems. Prerequisite: ENGR 221, EENG 340.

380. ELECTROMECHANICS. (3) Fall. The analysis and design of electromechanical devices. Emphasizing magnetic fields of currents and coils, magnetic materials, magnetic circuits, transformers, and fundamentals of electric motors and their control. Prerequisite: ENGR 221, PHYS 212.

420. MICROPROCESSORS AND MICROCONTROLLERS. (4) Fall. Hardware and software aspects of interfacing microprocessor CPUs to ROM, RAM, parallel ports and serial ports. Applications of serial and parallel ports. Displays, keyboards, A/D and D/A converters. Two lecture/six laboratory hours per week. Prerequisite: COMP 268 or EENG 321. Fee: See course fee schedule.

GENERAL ENGINEERING (ENGR)

101. INTRODUCTION TO ENGINEERING I. (1) Fall. This course provides the incoming freshman with an overview of engineering through a survey of engineering disciplines, discussions of future career opportunities, introduction to the computer software for engineering, and guest speakers. In addition, strategies for studying engineering will be presented.

102. INTRODUCTION TO ENGINEERING II. (1) Spring. This is a continuation of 101. This course provides the incoming freshman with an overview of engineering based on a "hands on" experience with a semester-long engineering design project. Topics covered will be team-based design, project management and an introduction of laboratory procedures. This class will also provide a forum for discussion of what it is to be a Christian engineer.

220. CIRCUITS I. (4) Fall. Fundamental properties of electrical circuits, basic concepts and circuit elements; analysis methods and network theorems; analysis of transient circuits. Three lecture/three laboratory hours per week. Prerequisite: MATH 201. Fee: See course fee schedule.

221. CIRCUITS II. (4) Spring. Laplace transform techniques for network analysis sinusoidal steady-state response of single and three phase circuits, resonant circuits, linear transformers and magnetic coupling, and introduction to filter design. Three lecture/three laboratory hours per week. Prerequisite: ENGR 220. Fee: See course fee schedule.

310. ENGINEERING ECONOMICS. (3) Spring of even years. Economics from an engineering point of view to be able to make educated decisions in system design, purchasing and engineering management. Topics include supply and demand, the time value of money, and break even analysis, among others.

401. CONTROL SYSTEMS I. (3) Fall. System representation via transfer function and state variables, root-locus analysis, bode plot analysis, compensation by root-locus and frequency response methods, state-variable feedback, sensitivity analysis, and tracking using output feedback. Prerequisites: PHYS 211 and either ENGR 221 or MENG 226.

402. CONTROL SYSTEMS II. (3) Spring. A continuation of ENGR 401, emphasizing digital and modern control techniques. Prerequisite: ENGR 401.

420. ENGINEERING DESIGN PROJECT I. (0) Fall. This is the first of a linked two semester sequence that includes ENGR 421. Students must take ENGR 421 in the next sequential semester after earning credit in ENGR 420. Individual and/or team design projects that require creative application of engineering knowledge. Ethical and design issues relevant to engineering and leading to project design and management decisions will be addressed as student begin developing their capstone projects. One lecture/three laboratory hours per week. Prerequisites: EENG 420 or MENG 420, senior status, and consent of instructor. Fee: See course fee schedule.

421. ENGINEERING DESIGN PROJECT. (4) Spring. This is the second of a linked, two semester sequence that includes ENGR 420. Students must take ENGR 421 in the next sequential semester after earning credit in ENGR 420. Individual and/or team design projects that require creative application of engineering knowledge. Oral and written presentations are required for this capstone design course that culminates in the completion and presentation of design projects. One lecture/three laboratory hours per week. Prerequisites: ENGR 420 taken the previous semester. Fee: See course fee schedule.

445. ROBOTICS. (3) Spring of odd years. Methods of analysis, design, and operation of industrial and mobile robots. Kinetic and dynamic models of mechanical manipulators. Electromechanical drive systems. Robotic vision and sensors. Control and optimization of motion trajectories. Control programming. Prerequisites: COMP 268 and EENG 340 or EENG 420.

475. SELECTED TOPICS. (1-3) Offered on demand.

MECHANICAL ENGINEERING (MENG)

130. MATERIAL SCIENCE AND MANUFACTURING PROCESSES. (4) Spring. An introduction to material science and manufacturing methods. Discussions include the effects of manufacturing processes on the structure and properties of various materials, theory of metal cutting and forming, material selection, design for manufacture, and Computer Aided Machining. Laboratory involves appropriate exercises, case studies, and tours of local manufacturing facilities. Prerequisite: CHEM 121.

225. STATICS AND MECHANICS OF MATERIALS. (3) Fall. Analysis of forces applied to rigid bodies in static equilibrium and the resulting deformation caused by those

forces. Topics include the vector mechanics of forces and moments, internal forces and moments, moments of inertia, stress, strain, failure, factors of safety, distributed forces, center of gravity, and friction. Prerequisite: MATH 201.

226. DYNAMICS. (3) Spring. Building on the fundamentals from MENG 225 with the displacement, velocity, and acceleration of particles and rigid bodies to study translation and rotation, work, energy, impulse and momentum. Prerequisites: MENG 225 and MATH 301.

320. THERMODYNAMICS. (3) Fall. An introduction to the science of energy. The fundamentals encountered in chemistry and physics are reinforced, and application of these fundamentals is made to practical engineering design. New material involving the laws of thermodynamics is introduced, and a wide variety of applications are made. Topics include the energy analysis of closed systems and control volumes, power generation and refrigeration cycles, and compressible flow. Prerequisite: MENG 226.

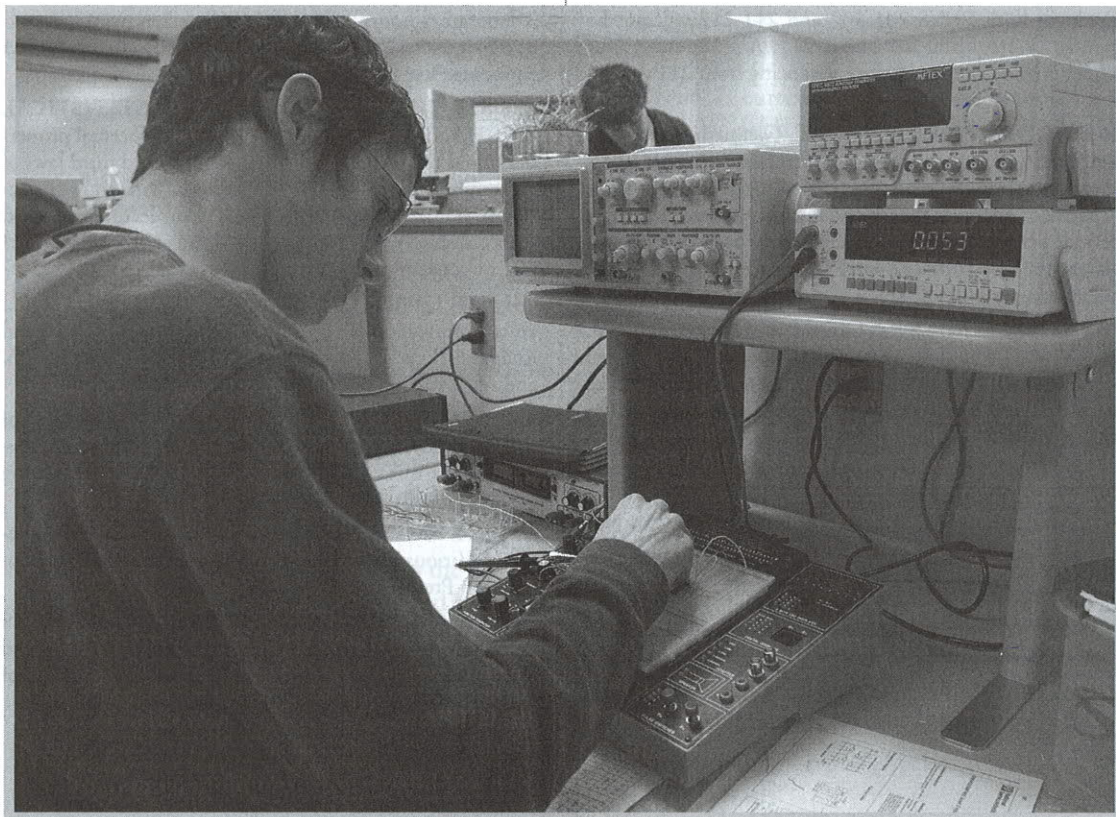
321. HEAT AND MASS TRANSFER. (4) Theories and applications of heat and mass transport phenomena, convection, conduction, and radiation heat transfer are explored with design emphasis and exposure to finite element methods. Analogies and contrasts with mass transport are explored. Three lecture/three laboratory hours per week. Prerequisite: MENG 320. Fee: See course fee schedule.

340. FLUID MECHANICS. (4) Fall. An introduction that emphasizes fundamental concepts and problem-solving techniques. Areas of emphasis include fluid properties, fluid statics, fluid kinematics, control volume analysis, differential analysis, dimensional analysis, and basic internal and external flows. Other topics include pipe flow, lift and drag, Navier-Stokes equations, turbo machinery, open-channel flow, compressible flow, and computational fluid dynamics. Three lecture/three laboratory hours per week. Prerequisite: MENG 226. Fee: See course fee schedule.

401. VIBRATIONS AND ACOUSTICS. (3) Fall. Free and forced vibration of damped one-degree of freedom systems using matrix representation and modal analysis. Extension of vibration principles to the propagation of acoustic waves in fluids with application to design concerns. Prerequisite: MENG 226.

420. MACHINE DESIGN. (3) Spring. Introduction to the process of design. Various machine components are discussed. Issues in stress analysis, failure, safety and reliability are covered. The analyses include a variety of case studies used to teach the problem solving techniques necessary for success in the design of machines and other engineering systems. Prerequisites: MENG 130 and 226. Fee: See course fee schedule.

445. DESIGN WITH FINITE ELEMENTS. (3) Review



of basic laws of continuum, variational and weighted residual method, element type, interpolation function, boundary conditions, transformation and assembly of element matrices, solution methods and accuracy. Examples from solid mechanics. Heat transfer and fluid mechanics. Prerequisites: MATH 351, MENG 321, 340.

PHYSICS (PHYS)

201-202. GENERAL PHYSICS. (4, 4) Fall, Spring. Beginning physics course primarily for preprofessional programs. Mechanics, thermodynamics, acoustics, optics, and electricity. May not be applied to a major or minor in physics without approval of the department chairman. Three hours lecture and 3 hours laboratory per week. Prerequisites: MATH 151 and 152 or 171 or 201. Credit in both PHYS 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. Fee: See course fee schedule.

211-212. ENGINEERING PHYSICS. (4, 4) Fall, Spring. Beginning physics course for physical science and mathematics majors and preengineers. Provides a basis for further studies in physics. Mechanics, thermodynamics, acoustics, optics, and electricity. Three hours lecture and 3 hours laboratory per week. Prerequisite: Concurrent enrollment or credit in MATH 251 and a grade of "C" in MATH 201. Credit in both PHYS 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. Fee: See course fee schedule.

301. MODERN PHYSICS. (4) Fall. Twentieth-century advances in the field of physics, selected from electromagnetism, atomic structure, x-rays, spectroscopy, theory of relativity, quantum theory, and nuclear physics. Three class periods per week and 3 hours laboratory per week. Prerequisites: PHYS 202 or 212 and MATH 251. Fee: See course fee schedule.

305. ELECTRONICS. (2) Offered on sufficient demand. Digital and analog circuits. Digital gates and operational amplifiers and how to interconnect these devices to make electronic devices. Some knowledge of Ohm's law and basic electricity is helpful but not required. Three to 5 hours laboratory per week. Prerequisite: Consent of the instructor. Fee: See course fee schedule.

312. APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING. (3) Fall. Mathematical techniques employed in the study of physics. Topics vary according to background of the students and normally include Fourier series, complex analysis, calculus of variations, and integral transforms. Prerequisite: MATH 301.

325. ANALYTICAL MECHANICS. (3) Spring. 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: PHYS 212 and MATH 351 or PHYS 312.

350/550. MICROCOMPUTER INTERFACING. (3) Spring. Microcomputer interfacing, analog-to-digital conversion, and computer electronics. Prerequisite: PHYS 202 or 212. Credit will not be granted for both PHYS 350 and CHEM 350.

380. INTERMEDIATE LABORATORY. (1-2) Offered on demand. Experiments related to intermediate courses in physics with emphasis on modern physics and optics. Normally the laboratory is taken concurrently with the respective intermediate course. Three hours of laboratory per week for each hour of credit. Prerequisites: PHYS 212 and enrollment or credit in some course beyond general physics, or consent of the instructor. Fee: See course fee schedule.

412/512. ELECTROMAGNETIC THEORY. (3) Spring. A full vector treatment 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. Prerequisites: PHYS 212 and 312 and 325.

415/515. ADVANCED LABORATORY. (1) Offered on demand. Selected experimental problems of an advanced undergraduate level from various areas of physics. No fewer than 3 laboratory hours per week. May be taken twice for credit. Prerequisite: PHYS 325 and approval of instructor. Fee: See course fee schedule.

425/525. THERMODYNAMICS AND STATISTICAL MECHANICS. (3) Spring of even years. Thermal properties of matter, including the first, second, and third laws of thermodynamics and their applications, with an introduction to statistical mechanics. Three hours lecture per week. Prerequisite: PHYS 301 and 312 and 325, and MATH 301 or consent of the instructor.

431/531. QUANTUM MECHANICS. (3) Spring of odd years. Formulation of nonrelativistic quantum mechanics and its applications. Prerequisites: PHYS 301 and 312 and 325, and MATH 351, or consent of the instructor.

440. SEMINAR. (0-1) Fall, Spring. Oral presentations of interest to department majors. Required of all junior and senior majors, but credit is earned only in the graduating semester of the senior year.

444/544. SELECTED TOPICS. (1-4) Fall, offered on demand. Various advanced topics in physics selected by the instructor. Prerequisite: PHYS 312 and 325.

450/650. INDEPENDENT STUDY. (1-3) Offered on demand. Directed readings and/or research for qualified senior/graduate physics majors. Prerequisite: Consent of the appropriate member of physics faculty.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

CHAIR: Elizabeth K. Wilson, Ed.D., C.F.C.S.,
C.F.L.E.

PROFESSORS:

Sharen Crockett, M.S., C.F.C.S.

Elizabeth K. Wilson, Ed.D., C.F.C.S., C.F.L.E.

ASSOCIATE PROFESSOR:

Lisa Ritchie, Ed.D., R.D., L.D.

Director of Didactic Program in Dietetics

INSTRUCTORS:

Rebecca Moore, M.S.E.

Denise Fisher, M.Ed., C.F.C.S.

Rebecca Teague, M.S.E., C.F.C.S.

The mission of the Department of Family and Consumer Sciences is to prepare Christian professionals to assume leadership roles that support the quality of life of individuals and families in contemporary society. The department's vision is to empower individuals, strengthen families and enable communities.

In congruence with the mission of the University, and the standards of the American Association of Family and Consumer Sciences, the department seeks to:

1. Provide opportunities for students to develop their God-given talents for service to individuals, families, communities and the church;
2. Enhance students' growth in the fruit of the Spirit through daily interaction and classroom strategies;
3. Prepare students for diverse careers in family and consumer sciences;
4. Provide a solid foundation for students who pursue advanced study;
5. Prepare students for a lifelong commitment to learning and professional development;
6. Contribute to the preparation of professionals in other disciplines.

The Didactic Program in Dietetics is the first step in the process of becoming a registered dietitian. Upon graduation, the student will receive verification that they have completed the foundation knowledge and skills required by the Commission on Accreditation for Dietetics Education.

In order to become a registered dietitian, the student will take the next step in the process. This step involves completion of a supervised practice program in order to be eligible to take the national Registration Examination for Dietitians.

GOALS OF THE DIDACTIC PROGRAM IN DIETETICS

Students completing the Didactic Program in Dietetics will:

1. Have the foundation knowledge for entry into a CADE (Commission on Accreditation for Dietetics Education) accredited post-baccalaureate Dietetic Internship.
2. Possess the foundation skills for entry into a CADE (Commission on Accreditation for Dietetics Education) accredited post-baccalaureate Dietetic Internship.
3. Have a solid foundation for advanced studies.
4. Find employment.

The Didactic Program in Dietetics at Harding University is currently granted accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 N. Riverside, Chicago, IL 60606, 312/899-5400.

The Nu Delta Chapter of Kappa Omicron Nu is a national honor society dedicated to recognizing and encouraging excellence in scholarship, research, and leadership in family and consumer sciences. The chapter was chartered at Harding University on October 27, 1995. Membership is by invitation based on the completion of 45 semester hours in family and consumer sciences or one of its specializations with a minimum GPA of 3.25 on a 4.0 scale and a ranking of the top 25 percent of the class in the unit.

The department offers the Bachelor of Science degree with majors in child and family sciences, dietetics, family and consumer sciences education, family and consumer sciences, fashion merchandising and interiors merchandising. A minor in family and consumer sciences is also offered.

All departmental majors take the FCS Program Foundations of 6 hours:

FCS 100	2 hours
FCS 205	3 hours
FCS 400	<u>1 hour</u>
	6 hours

BACHELOR OF SCIENCE DEGREE CHILD AND FAMILY SCIENCES MAJOR (CFS)

REQUIREMENTS **HOURS**

Liberal Arts:

46

Student must take BDOC 354, PSY 201 and SOC 203. These are counted in the hours required for the major.

FCS Program Foundations: 6

FCS 100, 205, 400.

Child and Family Sciences Core: 41

FCS 251, 267, 322, 323, 352, 391, 426, 430; SWK 395, 410; BDOC 354; IT 101; PSY 201; SOC 203

Specialty Core:

Track A: Child Development 20

FCS 331, 340, 350, 351, 425; ENG 350; HED 202

Track B: Family Life Education* 21

FCS 240, 331, 340, 427; COMO 260; POLS 205; SWK 345

Track C: Child Life** 26

FCS 351, 374, 375, 378, 425, 461; BMIN 321; HED 202; KINS 415; PSY 380; SPED 303

Electives:

Track A: Child Development 7

Track B: Family Life Education 6

Track C: Child Life 3

Remaining Bible:

Track A: Child Development 8

Track B: Family Life Education 8

Track C: Child Life 6

TOTAL HOURS 128

* The Family and Consumer Sciences undergraduate program at Harding University is an approved program and meets all the standards and criteria required for Provisional Certified Family Life Educator (CFLE) designation from the National Council on Family Relations. Graduates qualify to complete an abbreviated CFLE application process, which will save them time and money.

** Designed to meet Child Life Council's Child Life Specialist Curriculum Guidelines except for the supervised clinical experience.

BACHELOR OF SCIENCE DEGREE DIETETICS MAJOR (DIET)

REQUIREMENTS **HOURS**

Liberal Arts:

39

Student must take MATH 151 and 200, BIOL 113, POLS 205, PSY 201. These are counted below in the hours required for the major.

Do not take PHS 111, 112, 113, 115, 116. The liberal arts requirement for PHS is satisfied by CHEM 121, also counted below in the hours required for the major.

FCS Program Foundations: 6

FCS 100, 205, 400.

Dietetics Core: 81

FCS 102, 240, 300, 331, 380, 415, 420, 424, 431, 433, 434, 435, 436, 461; BIOL 113, 271; CHEM 121, 122, 215, 216, 324; IT 101; MATH 151 and 200; PSY 201; POLS 205; KINS 407 or 411; MKTG 330.

Electives: 0

This degree may include leveling work, which decreases the hours of electives.

Remaining Bible: 8

TOTAL HOURS 134

**BACHELOR OF SCIENCE DEGREE
FAMILY AND CONSUMER SCIENCES MAJOR
(FCS)**

REQUIREMENTS	HOURS
Liberal Arts:	54
FCS Program Foundations:	6
FCS 100, 205, 400.	
Family and Consumer Sciences Core:	48
FCS 101, 102, 203, 240, 251, 267, 322, 323, 331, 340, 391, 405, 406, 413, 430; IT 101	
Electives:	12
This degree may include leveling work, which decreases the hours of electives.	
Remaining Bible:	8
TOTAL HOURS	128

**BACHELOR OF SCIENCE DEGREE
FAMILY AND CONSUMER SCIENCES
EDUCATION MAJOR (FCSE)**

REQUIREMENTS	HOURS
Liberal Arts:	37
Student must take MATH 151 or 171; BIOL 113; POLS 205; ART 101; PHS 111, 112, 113 or 115 (not 116); FCS 323 in place of PSY 201/EDFD 203. These are counted below in the hours required for the major.	
FCS Program Foundations:	6
FCS 100, 205, 400.	
Family and Consumer Sciences Core:	61
FCS 101, 102, 203, 240, 251, 311 or 413, 322, 323, 331, 340, 391, 401, 405, 406, 430; ART 101; CHEM 114; MATH 151 or 171; BIOL 111 or 113; PHS 111, 112, 113 or 115; POLS 205	
Licensure:	29
EDFD 202, 311; SEED 314, 417, 424, 451, 480; SPED 418; HED 203. Consult the College of Education cata- log section for additional licensure information.	
Remaining Bible:	6
Bible is not required during the super- vised teaching semester.	
TOTAL HOURS	139

**BACHELOR OF SCIENCE DEGREE
FASHION MERCHANDISING MAJOR (FMER)**

REQUIREMENTS	HOURS
Liberal Arts:	48
Student must take ECON 201 and CHEM 114. ECON 201 and CHEM 114 are counted in the hours required for the major.	
FCS Program Foundations:	6
FCS 100, 205, 400.	
Fashion Merchandising Core:	60
FCS 101, 203, 260, 261, 267, 301, 309, 311, 391, 413; ECON 201; BUS 315, 435; ACCT 205; MGT 368; MKTG 330, 331; PRS 336; IT 101; CHEM 114.	
Electives:	8
Remaining Bible:	6
BUS 435, included in the core, satisfies the Bible requirement in the semester it is taken	
TOTAL HOURS	128

**BACHELOR OF SCIENCE DEGREE
INTERIORS MERCHANDISING MAJOR (IMER)**

REQUIREMENTS	HOURS
Liberal Arts:	48
Student must take ECON 201 and CHEM 114. ECON 201 and CHEM 114 are counted in the hours required for the major.	
FCS Program Foundations:	6
FCS 100, 205, 400.	
Interiors Merchandising Core:	60
FCS 203, 260, 267, 298, 310, 391, 405, 406, 412; ECON 201; BUS 315, 435; ACCT 205; MGT 368; MKTG 330, 331; PRS 336; IT 101; CHEM 114; ART 117.	
Electives:	8
Remaining Bible:	6
BUS 435, included in the core, satisfies the Bible requirement in the semester it is taken	
TOTAL HOURS	128

FAMILY AND CONSUMER SCIENCES

(FCS)

100. FAMILY AND CONSUMER SCIENCES AS A PROFESSION. (2) Fall, Spring. The nature of the profession and its role in serving individuals and families in the environments in which they live. Basic concepts, underlying principles and theories, contemporary issues, areas of specialization, and career opportunities.

101. CLOTHING CONCEPTS AND CONSTRUCTION. (3) Fall. Psychological, social, physical, religious and economic dimensions of clothing design, construction, selection and use. Laboratory provides hands-on experiences in style selection, construction methods, use and maintenance of equipment, and applicable computer software. Two hours lecture and three hours laboratory per week. Fee: See course fee schedule.

102. FOOD SCIENCE. (3) Fall, Spring. Selection and preparation of foods. Study of food components, market standards for products, grades, labeling, and consumer responsibility in the economic system. Laboratory experiences provide application of scientific principles to food preparation and service. Two hours lecture and 3 hours laboratory per week.

203. TEXTILES. (3) Fall. Textile fibers and fabrics, including structure, properties, manufacture and finishes. Selection of fabric for quality and performance in clothing and home furnishings. Laboratory experiences in textile identification, testing, and evaluation, as well as use of applicable computer software are required. Two hours lecture and three hours laboratory per week. Fee: See course fee schedule.

205. FAMILIES IN SOCIETY. (3) Fall, Spring. Family structures and functions in society, cultural variation, present and future demographic trends among families, families as they have developed throughout history, and the reciprocal influences of the major social institutions and families, including governmental, religious, educational, economic and work place. The impact of heritage and culture on the behavior of individuals and families.

240. FAMILY RESOURCE MANAGEMENT. (3) Spring. The principles, theories, and functions of management as related to individual and family living. Managerial aspects of behavior, including decision-making, goal-setting, planning, stress management, time, money and energy resources. Laboratories will include meal management as well as other experiences in applying management principles to individual and family life.

251. FAMILY RELATIONSHIPS. (3) Fall. Marriage and family relationships and issues, including successful relationship development, family life stages, and strategies for coping with family crisis. Classroom learning experiences include techniques and resources for family life enrichment.

260. VISUAL MERCHANDISING AND DISPLAY TECHNIQUES. (3) Fall. Standard strategies and practices in merchandise presentation, including display planning, ex-

cution, coordination and evaluation. A combination of classroom learning and hands-on applications in a retail setting provide the student with experience in the development of appropriate visual presentation as well as oral communication of the original concepts. Prerequisite: FCS 100.

261. HISTORY OF FASHION. (3) Spring. History of clothing, fashion and accessories. Study of fashion leaders and innovators in the context of social, economic, technological and cultural shifts that influenced the evolution and development of contemporary styles and trends. Use of Internet as a tool for viewing online historical collections, documentary videos, and field trips are included.

267. FIELD EXPERIENCE. (1-3) Fall, Spring, Summer. A planned experience allowing students to expand formal classroom theory into practical, career-related work. Prerequisite: Purchase of liability insurance through Harding University. Fee: To be determined by insurance company.

298. INTERIORS STYLES AND TRENDS. (3) Spring of odd years. Survey of the development and evolution of furniture and home furnishings. The impact of social, economic and technological factors as well as cultural shifts will be examined to provide insight into contemporary styles and trends. Use of Internet for research, applicable computer software, and field trips are included.

300. DIETETICS PRACTICUM. (2) Fall. The health care system and the role of the dietitian as a part of the health care team. Guided experience in a clinical setting such as a hospital or community service agency. Prerequisites: Consent of the dietetics program director and purchase of liability insurance through Harding University. Fee: See course fee schedule.

301. FASHION MERCHANDISING PRACTICUM. (1) Spring. Basic roles of personnel in the fashion industry and hands-on experience at a regional apparel market. Prerequisite: FCS 101. Must be taken twice for a total of two hours of credit. Fee: See course fee schedule.

309. FASHION MERCHANDISING. (3) Fall of odd years. Retail operations/organization, marketing, promotion, distribution channels, image development, buying and pricing procedures, and retail math. Use of standard computer software applications is required.

310. INTERIORS MERCHANDISING PRACTICUM. (1) Spring. Guided experience at a regional home furnishings market. Prerequisite: FCS 298. Must be taken twice for a total of 2 hours of credit. Fee: See course fee schedule.

311. APPAREL ANALYSIS. (3) Spring of even years. Evaluation of the components of design, manufacture, promotion and distribution of apparel. Analysis of quality, performance and cost from the manufacturer's, retailer's and consumer's perspective. Includes knowledge and use of ASTM standards and applicable computer software. Prerequisite: FCS 101.

322. GUIDANCE IN EARLY CHILDHOOD. (3) Fall. Application of principles of development to the planning of Early Childhood programs. Guiding and teaching during

routines and learning activities. Two hours lecture and 3 hours participation in early childhood programs per week. A current TB card must be on file by the last day for drop/add for the semester. Each student must complete a criminal background check and fingerprinting. Fee: See course fee schedule.

323. LIFESPAN HUMAN DEVELOPMENT. (3) Fall, Spring. The physical, mental, emotional, social and aesthetic development of the individual over the life cycle. Two hours of lecture and a structured laboratory experience are required. The laboratory consists of 12 hours of participation in early childhood programs, 12 hours working with a school-age child, and 12 hours of participation in elder care. A current TB card must be on file by the last day for drop/add for the semester. Each student must complete a criminal background check and fingerprinting. Fee: See course fee schedule.

331. HUMAN NUTRITION. (3) Fall, Spring, Intersession. Normal nutrition and metabolism, food values, and requirements for maintenance, growth and health of humans.

340/540. FAMILY FINANCIAL MANAGEMENT. (3) Fall. Fundamentals of the components of financial decision-making to achieve family needs and wants. Includes spending plans, credit, savings, insurance, taxes, and investments.

350/550. PRESCHOOL CURRICULUM. (3) Spring. A study of the methods and content of the preschool curriculum. Modification of activities for age level, ability, experience, group, and individual needs. Six hours of observation/laboratory required.

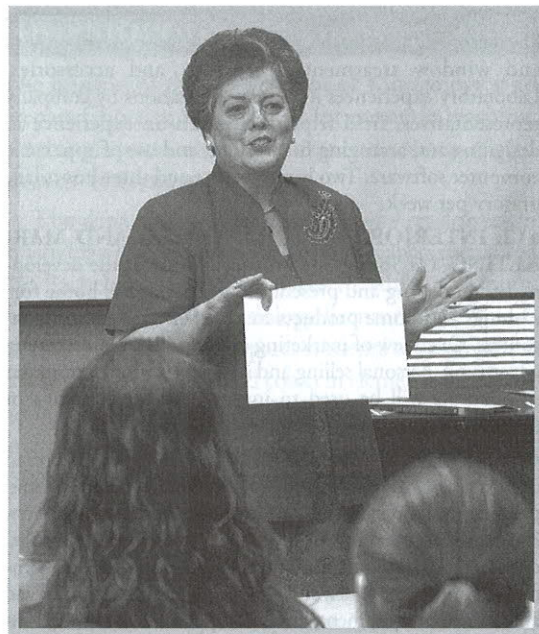
351/551. CHILDHOOD HEALTH, SAFETY AND NUTRITION. (2) Spring. Interrelationships of health, safety and nutrition. Maximizing the health and wellness of the young child. Nutrition principles and integrated nutritional activities for fostering healthy growth and development.

352/552. INFANT/TODDLER EDUCARE. (3) Fall. The planned nurturance of very young children's cognition, language, social and motor competence. Design of high quality care learning programs utilizing the principles of physical, experiential, and human environmental planning. Includes applications for a variety of educational settings including home, hospital, school and early intervention facilities.

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

374. CHILD LIFE PRACTICUM. (1) Fall, Spring. A planned experience that allows students to expand theory into practice in a child health care facility. A total of 100 hours is required to meet Child Life Council requirements. Prerequisite: Purchase of liability insurance through Harding University. Fee: To be determined by insurance company.

375. CHILD LIFE THEORY AND PRACTICE. (3) Fall semester as needed. Theoretical base for intervention to prevent serious and long-term consequences of children's adverse emotional reactions to hospitalization and other medical encounters. The importance of family involve-



ment. Tools, techniques and guidelines for child life programs.

378. EXPRESSIVE PLAY THERAPY. (2) Spring. Introduction to the use of play as a technique to help children cope with the problems of life. Includes all forms of expressive play techniques such as music, art, dance, drama, etc.

380/580. COMMUNITY NUTRITION. (3) Fall. Nutrition care and education programs in community settings. Principles of assessment, planning, implementation, intervention, and evaluation of nutrition services. Prerequisite or corequisite: FCS 331.

391. CONSUMER EDUCATION. (3) Fall. The interaction of the consumer and the economic system, including consumer problems, protection, and representation. Application of decision making procedures to current issues and problems which confront the consumer of goods and services in the marketplace.

400. SENIOR SEMINAR. (1) Fall, Spring. Modes of professional interaction, code of ethics for each area of specialization, career planning and placement, professional transitions.

401. TEACHING FAMILY AND CONSUMER SCIENCES. (1) Fall. The history and basic philosophy of family and consumer sciences and its place in the total educational program of the school and community.

405/505. HOUSING TECHNOLOGY. (3) Spring of even years. Selection and management of residential equipment and systems. Evaluation of housing types, storage, safety, zoning and government regulations, as well as energy conservation.

406/506. HOME FURNISHINGS. (3) Fall. Components of exterior and interior design, including floor coverings, wall and window treatments, furniture, and accessories. Laboratory experiences include presentations by company representatives, field trips, and hands-on experience in designing and arranging furnishings, and use of applicable computer software. Two hours lecture and three hours laboratory per week.

412. INTERIORS MERCHANDISING AND MARKETING. (3) Spring of even years. Study of the development, marketing and presentation of furniture, home furnishings and home products to targeted retailers and consumers. Overview of marketing communication, including advertising, personal selling and sales promotion. Computer simulations will be used to interpret financial results of decision-making and strategic retail management.

413. ADVANCED APPAREL PRODUCTION. (3) Spring of odd years. Advanced study of product development and production incorporating technology used in the industry. Emphasis on product from concept to consumer, apparel cycles, trends, and target markets. Laboratory provides simulation of marketing a line of clothing, use of computerized and industrial equipment, as well as applicable computer software. Two hours lecture and three hours laboratory per week. Prerequisite: FCS 101.

415/515. NUTRITION EDUCATION. (3) Spring. Principles of nutrition education and effective methods of teaching nutrition in community, work sites, and health care settings. Processes of assessing educational needs, developing educational goals and objectives, implementing educational plans, and evaluating educational outcomes, including cost-benefit analysis. Prerequisite: FCS 331.

420/520. MEDICAL NUTRITION THERAPY. (3) Fall. Nutrition counseling and communication skills. Nutritional assessment and provision of appropriate medical nutrition therapy. The student must subscribe to the American Dietetic Association's Web-based nutrition care manual. Prerequisites: FCS 102, 240, 331, and CHEM 121, 122. Fee: See course fee schedule.

424/524. PATHOPHYSIOLOGY AND NUTRITION CARE. (3) Spring. Biochemical and physiological conditions which require medical nutrition therapy as a part of patient care. The student must subscribe to the American Dietetic Association's Web-based nutrition care manual. Prerequisite: FCS 420. Fee: See course fee schedule.

425/525. ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS. (3) Spring. Housing and equipment, financing, staffing, program development, records, health protection, school planning, and organization. Prerequisite: FCS 323 or EDFD 203 or PSY 240.

426/526. HUMAN SEXUALITY. (3) Spring. Physiologi-

cal, psychological, and social aspects of sexual development throughout the life span, including reproductive physiology, healthy sexual adjustment, sexual dysfunction, and family planning.

427/527. FAMILY LIFE EDUCATION METHODOLOGY. (3) Spring. The general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. Includes experiences with a variety of educational techniques and family life programs.

430/530. PARENTING. (3) Fall. The major objectives and underlying guidance principles in parent-child relations. Evaluation of parent-guidance endeavors.

431/531. ADVANCED NUTRITION. (3) Spring. Advanced study in nutrition and metabolism. Recent advances in the field of clinical nutrition. Prerequisites: FCS 331 and CHEM 324.

433/533. ADVANCED FOOD SCIENCE. (3) Fall. Components of food materials and the physical and chemical systems characteristic of food products. The scientific method for solving major food problems is stressed, including objective and sensory evaluation of new commercial food products. An original research project is required. Two hours lecture and 3 hours laboratory per week. Prerequisites: FCS 102 and CHEM 215, 216 and MATH 200.

434/534. FOOD SERVICE PURCHASING. (2) Spring. Principles of procurement in food service systems. Food and equipment specifications, receiving, maintenance, and financial management.

435/535. QUANTITY FOOD PRODUCTION. (3) Spring of even years. Alternates with 436/536. Food service systems, including menu management, quality assurance, quantity food production, distribution and service. The ServSafe training and certification program is a required component of the laboratory experience. Two hours lecture and 3 hours laboratory per week. Prerequisite or corequisite: BIOL 271.

436/536. FOOD SERVICE SYSTEMS MANAGEMENT. (3) Spring of odd years. Alternates with 435/535. Organization and management of food service systems. Planning, organizing, decision-making, communication, marketing, human resource management, and fiscal resource management.

450. INDEPENDENT STUDY. (1-3) Offered on demand. Course content is adapted to specific needs of seniors and graduate students. May be repeated for a maximum of 6 hours credit in any area. Prerequisite: Consent of instructor and department chair.

461/561. MEDICAL TERMINOLOGY. (1) Spring. Foundations of medical language with specific vocabulary for allied health professionals.

DEPARTMENT OF KINESIOLOGY

CHAIR: Wilton Y. Martin, Ed.D.

PROFESSORS:

Bob J. Corbin, M.Ed.
David T. Elliott, M.A.T.
Wilton Y. Martin, Ed.D.
Mike Pruitt, D.A.

ASSOCIATE PROFESSORS:

Greg Harnden, M.A.
John Ronald Huckeba, M.Ed.
Randy Lambeth, Ed.D., A.T.C., L.A.T.
Patrick McGaha, Ph.D.
Jessica E. Moore, D.A.
Bryan Phillips, Ph.D.
Randy O. Tribble, M.Ed.
Kenneth R. Turley, Ph.D., ASPT, ES
Jon David Yingling, Ed.D.

ASSISTANT PROFESSORS:

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James Frank, M.Ed.
James R. Gowen, M.Ed.
Steve Guymon, M.S.E.
Ronnie Harlow, M.S.E., A.T.C., L.A.T.
Greg Harris, Ph.D.
Tim Kirby, M.Ed.
Eric Martin, Ph.D.
Jeff Morgan, M.S.

INSTRUCTORS:

Shane Fullerton, M.Ed.
Keith Giboney, M.Ed.
Heather Hutson, M.S.E., A.T.C., L.A.T., CSCS
Ray Woods, M.S.E.

ATHLETIC TRAINING CLINICAL

INSTRUCTORS:

Andrew Abraham, M.S., P.T.
Kyle Blickenstaff, M.D.
Jim Citty, M.D.
Randy Harriman, M.S., A.T.C., L.A.T.
Randy Holt, D.C.
Ann McLarty, B.S.N.

The mission of the Department of Kinesiology is to prepare Christian professionals for careers in teaching, coaching, sports-related business and science-related areas of kinesiology.

The department offers Bachelor of Arts degrees in kinesiology (non-licensure) and sports management, and the Bachelor of Science degrees in athletic training, exercise science and kinesiology licensure. The kinesiology licensure major prepares students to teach health and physical education and coach in elementary and secondary schools. The non-licensure, sports management, exercise science, and athletic training majors prepare students for careers other than teaching.

Minors are offered in kinesiology, health, recreation, coaching and personal training.

The institutional requirement of 3 hours in kinesiology can be met by KINS 101 and 1 additional hour from the following: 112, 117, 118, 119, 121, 122, 125, 126, 128, 131, 132, 133, 214; and, for kinesiology majors and minors and sports management majors, KINS 355, 356. Students who transfer to Harding with fewer than 2 hours of physical activity courses must take KINS 101.

Veterans who have spent at least one year in continuous active military duty may receive credit for the 3 hours of kinesiology required by Harding by filing a written request with the registrar and submitting a copy of the DD214.

All kinesiology majors must demonstrate proficiency in swimming or take KINS 112 as leveling work. Also, all majors in kinesiology must pass a physical fitness test during their senior year. Students with disabilities are reasonably accommodated in compliance with federal and state guidelines.

All Bachelor of Arts and Bachelor of Science degree majors require a uniform kinesiology core of 12 hours. The purpose of the core is to provide all kinesiology students with a common body of knowledge.

Required Core

KINS 301	3 hours
KINS 302	3 hours
KINS 404	3 hours
KINS 407 or 411	<u>3 hours</u>
	12 hours

BACHELOR OF SCIENCE DEGREE ATHLETIC TRAINING (ATHT)

The athletic training major is a CAATE-approved Athletic Training Education Program designed to prepare students to sit for the BOC certification examination, to enter graduate school, and to work as a certified athletic trainer.

The program is selective and competitive.

SELECTION/RETENTION PROCEDURES:

Application Requirements:

Student applicants to the Athletic Training Education Program should follow these procedures:

1. Apply and be accepted for admission to Harding University.
2. Complete an application that would include appropriate ACT/SAT scores and other pertinent information. This application can be obtained by indicating Kinesiology/Athletic Training as the preferred major on the admissions applications or by contacting the Kinesiology Department for an application.
3. Submit three (3) letters of recommendations. These letters should be from head athletic trainers, coaches, team physicians, or other supervisory personnel who would be able to attest to the student's work in the field of athletic training.
4. If the student has no experience in athletic training, he or she must prepare a letter that would explain his or her interests in this field and career goals associated with the attainment of a degree in athletic training.
5. Provide an official high school transcript and transcripts of any college credits completed.
6. All application materials and transcripts must be sent to Randy Lambeth, Program Director, Harding University Box 12281, Searcy, Arkansas 72149-0001.

Upon receipt of all application materials by the program director, the student will be eligible for selection into the candidacy phase of the Athletic Training Education Program.

Preliminary Selection-Candidacy Phase:

Applicants will be ranked numerically based on the following criteria (18-point scale):

1. Non weighted, cumulative high school GPA/4.0 scale (0-4 points).
2. GPA/4.0 scale in high school science and sports medicine related course work (0-4 points).
3. Class rank/ACT-SAT scores (0-4 points).
4. Previous athletic training experience (0-2 points).
5. Recommendations or paper explaining interest in athletic training (0-2 points).
6. Extracurricular activities/leadership experience (0-2 points).

The upper 10 applicants in this ranking are eligible for candidacy status. Applicants not invited to enter the candidacy phase may re-apply the following year. All applicants who eventually re-apply must meet all requirements in effect at the time of application.

Final Selection-Athletic Training Student Phase:

The final selection of students for the Athletic Training Education Program will be made after candidates have completed two semesters. A training team of 20-24 members will be maintained. Selection will be based on the following criteria:

1. Academic performance-cumulative university GPA — 40%.
2. Clinical evaluations — 40%.
3. Formal interview — 20%.

Retention:

Retention in the Athletic Training Education Program will be based on the following criteria:

1. Cumulative GPA of 2.50 or higher
2. GPA of 3.00 or higher in all course work in the major
3. Compliance with all policies defined in the Athletic Training Education Handbook
4. Compliance with the rules and regulations of Harding University

Failure to meet any one of the retention criteria requires the student to be on probationary status. If the student fails to meet the criteria for two consecutive semesters, the student will be dropped from the program.

Athletic Training Technical Standards

The athletic training education program is a rigorous and intensive program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the athletic training education program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet expectations of the program's accrediting agency.

Prior to acceptance into the athletic training education program, each student will be required to verify he or she can meet the required technical standards of the Harding University Athletic Training Education Program, with or without reasonable accommodation, associated with performance as an athletic training student. Students accepting a position in the program who indicate that they can meet the technical standards, with or without reasonable accommodation, are not required to disclose the specifics of the disabilities until after acceptance into the program. After acceptance into the program, a student with a disability who wishes reasonable accommodation must take a formal request to the director of the Athletic Training Education Program and must be prepared to provide documentation substantiating the claimed disability.

A student may be administratively withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk to the health or safety of others. A review of accommodations will be made, taking into account whether the accommodations would threaten clinician/patient safety or health, or the educational process of the student or the institution, including coursework, clinical experiences and internships deemed essential for graduation.

Reasonable accommodations cannot reduce the rigor of the academic component that can detract from measuring the students' cognitive and psy-

chomotor ability to provide health care to an injured physically active person/athlete in a life threatening or non-life threatening situation.

The following are the technical standards for the Athletic Training Education Program at Harding University:

1. Candidates must be able to actively learn from observations, demonstrations and experiments in the basic sciences.
2. Candidates must be able to learn to analyze, solve problems and reach assessment and therapeutic judgment distinguished from the norm.
3. Candidates must have sufficient sensory function and coordination to perform appropriate physical examination using acceptable techniques.
4. Candidates must be able to relate effectively to athletes and the physically active and to establish sensitive, professional relationships with them.
5. Candidates are expected to be able to communicate the results of the assessment to the injured or ill exerciser, to responsible officials, to parents or guardians, and to colleagues with accuracy, clarity and efficiency.
6. Candidates are expected to learn and perform routine prevention, assessment, emergency care and therapeutic procedures.
7. Candidates are expected to be able to display good judgment in the assessment and treatment of injured or ill athletes and physically active individuals.
8. Candidates must be able to respond with precise, quick and appropriate action in emergency situations.
9. Candidates are expected to be able to accept criticism and respond by appropriate modification behavior.
10. Candidates are expected to possess the perseverance, diligence and consistency to complete the athletic training curriculum, to attempt BOC certification within the year of program completion and enter the practice of athletic training.

Athletic Training Forms

Medical examination history forms and physical evaluation forms may be accessed in the online catalog and departmental brochure.

REQUIREMENTS	HOURS
Liberal Arts:	48
Student must demonstrate proficiency in swimming or take KINS 112.	
Major:	71
KINS CORE: (12 hours including 411); BIOL 249, 253; CHEM 114, 215, 216; IT 101; FCS 331; HED 202, 203; KINS 255, 260, 303, 314, 351, 352, 353, 354, 408, 409, 417, 418, 419, 420, 421.	
Electives:	1
Remaining Bible:	8
TOTAL HOURS	128

BACHELOR OF SCIENCE DEGREE EXERCISE SCIENCE (EXSC)

Student must have a 2.50 GPA to enter the degree program and must maintain a 2.50 GPA to graduate from the program. Students who drop below a 2.50 GPA for two consecutive semesters will be dropped from the program. Application for admission to the program must be made at the beginning of the sophomore year. Application forms can be obtained from the Department of Kinesiology.

Depending on career goals, the 12 hours of electives should be carefully selected.

Students must have CPR certification before they can take KINS 410.

REQUIREMENTS	HOURS
Liberal Arts:	48
Student must demonstrate proficiency in swimming or take KINS 112.	
For professional growth, majors are strongly encouraged to participate in the major's club.	

Major:	60
KINS CORE: (12 hours including 411); BIOL 249, 253; CHEM 114, 121, 215, 216; FCS 331, 361; HED 203; KINS 260, 325, 367, 409, 410, 412; MATH 152; PHYS 201	
Electives:	12
Remaining Bible:	8
TOTAL HOURS	128

BACHELOR OF SCIENCE DEGREE HEALTH, KINESIOLOGY AND COACHING MAJOR P-12 (HKCG) (Teacher Licensure)

REQUIREMENTS	HOURS
Liberal Arts:	50
KINS 355 or 356 satisfies the 1-hour kinesiology activity requirement and is counted below in the hours required for the major.	
EDFD 203, required in place of PSY 201, is counted below in the hours required for licensure.	
Student must take BIOL 113; POLS 205.	
For professional growth, majors are strongly encouraged to participate in the major's club.	
Major:	65
KINS CORE: (12 hours); FCS 331, 426; HED 202, 203, 408, 410, 420; KINS 206; Any two courses from KINS 304, 305, 306, 307, 308, 309; KINS 260, 261, 323, 325, 330, 355, 356, 405, 415; RECR 210. Student must demonstrate proficiency in swimming or take KINS 112 as leveling work, which increases the total hours in the degree.	
Licensure:	29
EDFD 202, 203, 311; SEED 314, 417, 427, 461, 480; SPED 418.	
Remaining Bible:	8
Bible is not required during the supervised teaching semester.	
TOTAL HOURS	up to 153

Minor in Kinesiology: 18 hours, including KINS 206, 355 or 356, and 3 additional upper-level hours; HED 203; proficiency in swimming or KINS 112. None of the kinesiology activity courses count toward the minor except KINS 112.

Minor in Health: 18 hours, including HED 202, 203; KINS 301; BIOL 113; 6 hours from HED 408, 410, FCS 331, EDFD 203. Kinesiology majors who minor in health must take all of the preceding courses.

Minor in Recreation: 18 hours, including RECR 320, 325; SOC 203; 9 hours from ART 211 or 235, COMT 206 or 304, HED 202 or KINS 302, KINS 131, 132, 133, 215, 250, MUS 316, RECR 210. Courses must be taken from two of the three fields of art, communication, and music. Kinesiology majors must take 18 hours in addition to the courses required for the major.

Coaching minor/licensure: 26 hours, including HED 202, KINS 206, 260, 261, 301, 302, 325, 356, 407; one course from KINS 304, 305, 306, 307, 308, 309.

Students must take BIOL 113 as their liberal arts requirement.

This minor does not automatically certify students as licensed coaches. It only qualifies students to sit for the required state licensure test. This minor is for non-kinesiology majors.

Minor in Personal Training: 18 hours, including FCS 331; KINS 260, 301, 302, 407, 412; and one course from KINS 117, 214, 215, 314.

Students must take BIOL 113 as their Liberal Arts requirement. Students must also have CPR certification.

This minor does not automatically certify students as personal trainers. It helps prepare students for national certification tests. This minor is for non-kinesiology majors.

BACHELOR OF ARTS DEGREE KINESIOLOGY MAJOR (KINS) (Non-Teacher Licensure)

REQUIREMENTS	HOURS
Liberal Arts:	53
KINS 355 or 356 satisfies the 1-hour kinesiology activity requirement and is counted below in the hours required for the major.	
Student must take BIOL 113.	
Major:	37
KINS CORE: (12 hours); HED 203; KINS 206, 323, 325, 405; RECR 210; 9 hours selected from the following courses: HED 311, 312; KINS 260, 261, 355, 356, 415; RECR 320, 325; only one course from KINS 304, 305, 306, 307, 308, 309.	
Student must demonstrate proficiency in swimming or take KINS 112 as leveling work, which decreases the hours of electives.	
Minor:	18
Hours in the minor vary; the greater their number, the fewer the number of electives.	
Electives:	12
Remaining Bible:	8
TOTAL HOURS	128

BACHELOR OF ARTS DEGREE SPORTS MANAGEMENT MAJOR (SMGT)

REQUIREMENTS	HOURS
Liberal Arts:	53
KINS 355 or 356 satisfies the 1-hour kinesiology activity requirement and is counted below in the hours required for the major.	
Student must take BIOL 113.	
Major:	68
KINS CORE: (12 hours); KINS 206, 250, 323, 325; 4 hours from 304, 305, 306, 307, 308, 309; 355 or 356, 367; RECR 320, 325; ACCT 205; ECON 202; MGT 368; MKTG 330; 18 career emphasis hours approved by the department chair. Career emphasis hours	

must be taken from the areas of health business, business, communication, interactive media or recreation leadership.

Student must demonstrate proficiency in swimming or take KINS 112 as leveling work, which increases the total hours in the degree.

For professional growth, majors are strongly encouraged to participate in the major's club.

Remaining Bible:

TOTAL HOURS

8

129

HEALTH EDUCATION (HED)

202. FIRST AID. (3) Fall, Spring. Standard Red Cross First Aid course.

203. PERSONAL AND COMMUNITY HEALTH AND SAFETY. (3) Fall, Spring. Mental and emotional health, drug education, diet, exercise, sexuality, and diseases. Required of all prospective teachers.

311/511. DRIVER AND TRAFFIC SAFETY EDUCATION I. (3) Fall, Summer. Preparation of teachers to organize and teach driver education and traffic safety programs in secondary schools. Must have a valid U.S. driver's license.

312/512. DRIVER AND TRAFFIC SAFETY EDUCATION II. (3) Spring, Summer. An advanced course designed to provide prospective teachers with dual control simulation and multicar laboratory teaching experience. The course includes teaching beginners, developing programmed lessons, and surveying methods and materials. Prerequisite: HED 311. (High school and college students who do not have a valid driver's license may take a non-credit "learn to drive course" in connection with 312. Contact the office of the chairman, 501/279-4759.) Students taking this course for credit must have a valid U.S. driver's license. Fee: See course fee schedule.

408/508. FOUNDATIONS OF HEALTH. (3) Fall. The total school health program, including health services, health instruction, and healthful school environment. Staff and program assessment, enlistment of public support, and implementation of new ideas.

410/510. TEACHING HEALTH. (3) Spring. Health interests and needs of the elementary and secondary school child. Curriculum development and instructional methods and materials for health education.

420/520. CONTEMPORARY HEALTH ISSUES. (2) Spring. Exploring health issues of a multicultural society, including community health, consumerism, the health care system, worksite health, clinical health, and environmental health problems.

KINESIOLOGY (KINS)

101. WELLNESS. (2) Fall, Spring. Information relative to the how, what, and why of physical activity, and health concepts as they relate to quality and longevity of life. One hour of lecture and one hour of laboratory per week plus outside class activity. Required of all freshmen. Does not count toward a kinesiology major or minor. Fee: See course fee schedule.

112. BEGINNING AND INTERMEDIATE SWIMMING. (1) Fall, Spring. Instruction and practice in American Red Cross basic swimming and water safety skills.

117. AEROBICS. (1) Fall, Spring. A complete aerobic workout using exercises done to music.

118. BEGINNING BASKETBALL. (1) Spring. Instruction and practice in the basic skills of basketball.

119. CONDITIONING ACTIVITIES. (1) Fall, Spring. Participation in exercises in order to improve physical fitness.

121. VOLLEYBALL AND PICKLE BALL. (1) Fall, Spring. Instruction and practice in the basic skills of volleyball and pickle ball.

122. TENNIS AND RACQUETBALL. (1) Fall, Spring. Instruction and practice in the basic skills of tennis and racquetball.

125. GOLF AND BADMINTON. (1) Fall, Spring. Instruction and practice in the basic skills of golf and badminton. Fee: See course fee schedule.

126. ADAPTED ACTIVITIES. (1) Fall, Spring. Activities for students who are excused by a physician from the regular activity program. May be taken three semesters for credit.

128. WEIGHT TRAINING. (1) Fall, Spring. Instruction and practice in the basic skills of weight training.

131. HUNTING AND GUN SAFETY. (1) Fall. Instruction in gun care and safety techniques; big game, waterfowl, and upland game hunting. This course meets all state requirements for hunter safety certification.

132. BAIT CASTING, FISHING, AND BOATING SAFETY. (1) Spring. Proper use of bait casting equipment; fishing techniques for various species; Boating laws and regulations designed for the safe operation of water craft.

133. RECREATIONAL ACTIVITIES. (1) Offered on sufficient demand. One or two activities are taught each time the course is offered. These vary and include such activities as snow skiing, canoeing, backpacking, scuba diving, and bicycle touring. May be taken any number of times for credit as long as activities are not repeated. Fee: See course fee schedule.

206. FOUNDATIONS OF KINESIOLOGY. (3) Fall. The historical development of sport and physical activity, their underlying principles, and their place in the educational program, including curriculum development.

214. LIFEGUARD TRAINING. (1) Fall, Spring. Instruction and practice in American Red Cross lifeguarding skills and techniques. American Red Cross Lifeguarding Training

Certification is awarded to those who meet the requirements.

215. WATER SAFETY INSTRUCTOR'S COURSE. (2) Spring. Organizing and teaching American Red Cross swimming courses, with attention given to perfecting personal skills. American Red Cross Water Safety Instruction card is awarded to those who meet the requirements.

250. SPORTS OFFICIATING. (2) Fall. Principles and techniques of officiating competitive sports.

255. MEDICAL CONDITIONS AND DISABILITIES. (2) Spring. Introduction to clinical language, practices and protocol used throughout athletic training programs. Weekly lab.

260. TRAINING AND CONDITIONING ATHLETES. (2) Spring. Principles, skills, and practical application in design and implementation of safe and effective strength and conditioning programs.

261. THEORY AND PSYCHOLOGY OF COACHING. (2) Fall. Psychology factors affecting skill acquisition and performance. Application of learning theories. Sociological and philosophical issues related to coaching competitive sports.

301/501. ANATOMICAL AND BIOMECHANICAL KINESIOLOGY. (3) Fall. Major muscle groups and their relationship to body movements. Activities which contribute to the functional development of major muscle groups. Prerequisite: BIOL 113 or 249.

302/502. PREVENTION AND TREATMENT OF ATHLETIC INJURIES. (3) Fall, Spring. Prevention of athletic injuries; forms of therapy in the treatment of injuries common to athletics and activity. Athletic training majors must take KINS 302 and 303 concurrently. Fee: See course fee schedule.

303. CLINICAL PRACTICUM I. (1) Fall, Spring. Introduction to athletic training procedures. Accumulate 100 hours of clinical experience working with area high school athletic teams. (Athletic training majors must take KINS 302 and 303 concurrently.)

304. COACHING FOOTBALL. (2) Fall. Instruction in practice procedures, offenses, defenses, kicking, and game preparation.

305. COACHING TRACK AND FIELD. (2) Spring. Instruction in practice procedures, running events, field events, and meet strategy.

306. COACHING BASKETBALL. (2) Spring. Instruction in practice procedures, offenses, defenses, game preparation, and strategy.

307. COACHING BASEBALL. (2) Fall. Instruction in practice procedures, hitting, base running, fielding, pitching, and game preparation.

308. COACHING SOFTBALL AND VOLLEYBALL. (2) Spring of odd years. Instruction in techniques of coaching softball and volleyball, including practice procedures,

strategy, and game preparation.

309. COACHING SOCCER. (2). Spring of even years. Instruction in techniques of coaching soccer, including practice procedures, strategy, and game preparation.

314/514. EXERCISE PHARMACOLOGY. (3) Spring. How drugs affect physical activity and how exercise can change the effects of drugs. An overview of pharmacokinetics.

323. KINESIOLOGY AND SPORTS IN AMERICAN CULTURE. (3) Spring. Sociological aspects of physical activity relevant to physical education, individuals, society, sports, and social dynamics of teaching.

325. MOTOR LEARNING. (2) Spring. Physiological factors related to the development of motor skills with practical applications for teachers.

330/530. TEACHING KINESIOLOGY P-8. (3) Fall, Spring. A study of teaching methods and materials for early childhood and middle level education as they apply to the organization, instruction, selection of activities, and management of classrooms, including techniques and strategies in reading instruction related to the appropriate content level.

351. ASSESSMENT OF LOWER EXTREMITIES. (3) Fall. Methods of assessment/evaluation of injuries of the lower extremities. (KINS 351 and 352 must be taken concurrently.)

352. CLINICAL PRACTICUM III. (1) Fall. Supervised clinical experience in athletic training. Emphasis on lower extremity evaluation. Work with University athletics. Accumulate 200 hours of clinical experience. (Must take KINS 351 and 352 concurrently.)

353. ASSESSMENT OF UPPER EXTREMITIES. (3) Spring. Methods of assessment/evaluation of injuries of the upper extremities. (Must take KINS 353 and 354 concurrently.)

354. CLINICAL PRACTICUM II. (1) Spring. Supervised clinical experience in athletic training. Emphasis on upper extremity evaluation. Work with University athletics. Accumulate 200 hours of clinical experience. (Must take KINS 353 and 354 concurrently.)

355. TEACHING SPORT SKILLS I. (3) Fall. Theory and techniques of teaching tennis, softball, soccer, pickle ball, and volleyball, and a development of skills in these activities. For majors and minors only. Proficiency in swimming must be demonstrated. Fee: See course fee schedule.

356. TEACHING SPORT SKILLS II. (3) Spring. Theory and techniques of teaching badminton, racquetball, rhythmic activities, indoor/outdoor games, and golf, and a development of skills in these activities. For majors and minors only. Proficiency in swimming must be demonstrated. Fee: See course fee schedule.

367/567. PROFESSIONAL INTERNSHIP. (2-3) Offered on demand. For kinesiology majors only.

404/504. ASSESSMENT OF HUMAN PERFORMANCE. (3) Fall. Acquaintance with testing devices in kinesiology and practice in their use. Students must pass a phys-

ical fitness test consisting of a 1-mile run, a sit and reach measurement, bent knee sit-ups, and skinfold measurements.

405/505. KINESIOLOGY AND SPORT ADMINISTRATION. (3) Fall. Organization and action of kinesiology and athletic programs. Personnel, schedules, equipment and facilities, records, budget and finance, legal aspects, publicity and public relations, athletic associations, eligibility regulations, contracts, and officials.

407. EXERCISE PHYSIOLOGY: THEORY & APPLICATION P-12. (3) Fall. Fundamental concepts of human physiology and their application to programs of kinesiology and sports. Prerequisite: BIOL 113 or 249.

408. ADMINISTRATION OF ATHLETIC TRAINING. (3) Fall. Organization and management of athletic training programs. Personnel, equipment and facilities, medical records, record keeping, legal liability, standards of professional practices, sports medicine team, finance, and professional organizations.

409/509. EXERCISE EFFECTS AND PRESCRIPTION FOR VARIOUS POPULATIONS. (3) Spring. Impact of exercise and activity on the prevention and treatment of illness along with fundamental concepts of exercise prescription for development and maintenance of muscular strength and endurance, flexibility, cardiovascular endurance, and overall health for normal and specific populations. Prerequisite: KINS 407 or 411.

410. LABORATORY TECHNIQUES IN EXERCISE SCIENCE. (3) Spring. Experiments designed to achieve competency in research methods, procedures and instrumentation used in exercise science. Emphasis on practical testing competencies and theoretical concepts. Prerequisite: CPR certification and KINS 411.

411. PHYSIOLOGY OF EXERCISE I. (3) Fall. Application of science to the phenomenon of exercise; how the physiological systems of the body respond to the acute stress of physical activity and exercise, and adapt chronically to exposure of physical activity and exercise. Prerequisite: BIOL 113 or 249 and CHEM 114 or higher.

412. PHYSIOLOGY OF EXERCISE II. (3) Spring. Concepts of human physiology as they relate to environmental extremes, pharmacology, growth and development, aging and gender differences, and their relationship to activity and exercise performance. Prerequisite: KINS 411.

415/515. ADAPTED PHYSICAL AND RECREATION ACTIVITIES. (3) Spring. Methods, techniques, screening, and special programs for physical and recreation activities of atypical students.

417. THERAPEUTIC MODALITIES. (3) Spring.

Exploration of pain theories, the body's response to injury and inflammation. Effects of therapeutic modalities throughout the injury cycle. Exploration of physiological and mechanical theories of therapeutic modalities. (Must take KINS 417 and 418 concurrently.)

418. CLINICAL PRACTICUM IV. (1) Spring. Supervised clinical experience in athletic training. Emphasis on modalities and their use. Work with University athletics. Accumulate 200 hours of clinical experience. (Must take KINS 417 and 418 concurrently.)

419. THERAPEUTIC REHABILITATION AND EXERCISE. (3) Fall. Examination of the goals and tools of a comprehensive program of therapeutic exercise with emphasis given to the clinical techniques used in the rehabilitation and reconditioning of injured athletes. (Must take KINS 419 and 420 concurrently.)

420. CLINICAL PRACTICUM V. (1) Fall. Supervised clinical experience in athletic training. Emphasis on therapeutic rehabilitation and exercise. Work with University training room, medical facility and surgical environment. Accumulate 200 hours of clinical experience. (Must take KINS 419 and 420 concurrently.)

421. CLINICAL PRACTICUM VI. (1) Spring. Supervised clinical experience in athletic training. A culmination experience for the graduating athletic training major designed to demonstrate skills, prepare for the national exam, and gain practical experience. Two hundred (200) hours of "hands-on" activities with local health care providers as well as athletic teams will ensure that "learning over time" has taken place. (All work will be done under the supervision of a certified A.T.C.) Enrollment limited to athletic training majors.

RECREATION (RECR)

210. LIFETIME LEISURE ACTIVITIES. (2) Spring. Instruction and practical experience in outdoor activities, including boating, canoeing, camping, hunting and gun safety, fishing, backpacking, hiking, and cycling. Fee: See course fee schedule.

320. ORGANIZATION AND SUPERVISION OF RECREATION PROGRAMS. (3) Fall. History of the recreation movement; methods of organizing and supervising institutional and community recreation programs; survey of vocational opportunities in the field.

325. RECREATIONAL SPORTS AND ACTIVITIES. (3) Spring. Aims and objectives, organization, action of competitive and noncompetitive activities and games for all ages, schedule scoring plans, rules and regulations, publicity, and public relations.

DEPARTMENT OF MATHEMATICS

CHAIR: Stephen W. Smith, Ph.D.

DISTINGUISHED PROFESSOR:

Dean B. Priest, Ph.D.

PROFESSORS:

Alva Gene Dugger, M.S.

Deborah G. Duke, Ed.D.

Stephen W. Smith, Ph.D.

Travis Thompson, Ph.D.

Dean of the College of Sciences

ASSOCIATE PROFESSOR:

F. Marty Spears, Ph.D.

Assistant Vice President for Academic Affairs

ASSISTANT PROFESSOR:

Ron Smith, M.Ed.

INSTRUCTORS:

Jill Davis, M.S.

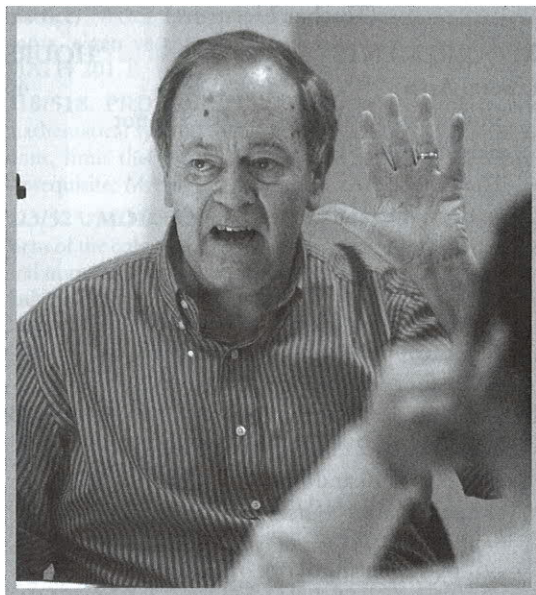
Laurie Walker, M.S.

The mission of the Department of Mathematics is to:

1. Provide cultural training in mathematics;
2. Prepare teachers of secondary school mathematics;
3. Provide the basic training in mathematics needed by preprofessional students and students of science;
4. Lay a broad foundation for students majoring in mathematics.

Mathematics majors may elect the Bachelor of Science or Bachelor of Arts degree. Senior majors must take the Major Field Achievement Test in mathematics, preferably during your last semester.

As a rule, students should have an ACT math score of at least 28 (SAT math score of at least 600) to enroll in MATH 201. Corresponding minimum math scores to enroll in MATH 171 and MATH 151 are as follows: MATH 171, an ACT score of at least 25 (SAT at least 560); MATH 151, an ACT score of at least 22 (SAT at least 510). Leveling work decreases the number of electives or increases the total hours in the degree.



BACHELOR OF ARTS DEGREE MATHEMATICS MAJOR (MATH) (Non-Teacher Licensure)

REQUIREMENTS	HOURS
Liberal Arts:	48
Do not take PHS 111, 112, 113, 115, 116. The Liberal Arts requirements for mathematics and physical science are included in the major.	
Major:	38
MATH 201, 215, 251, 301, 313, 318, 323, 440 and 6 additional hours of mathematics courses numbered 300 or above; COMP 150; PHYS 201 or 211.	
Minor:	18
The choice of minor could affect the number of elective hours.	
Electives:	16
Math leveling work, if needed, decreases electives by 5 hours.	
Remaining Bible:	8
TOTAL HOURS	128

**BACHELOR OF ARTS DEGREE
MATHEMATICS MAJOR (MEDU)**
(Teacher Licensure)

REQUIREMENTS	HOURS
Liberal Arts:	45
Student must take POLS 205. Do not take PHS 111, 112, 113, 115, 116. The Liberal Arts requirements for mathematics and physical science are counted below in the hours required for the major.	
EDFD 203, required in place of PSY 203, is counted below in the requirements for certification.	
Major:	38
MATH 201, 215, 251, 301, 306, 313, 318, 323, 440 and 3 additional hours of mathematics courses numbered 300 or above (419 is strongly recommended); COMP 150; PHYS 201 or 211.	
Math leveling work, if needed, increases total hours by 5.	
Licensure:	32
EDFD 202, 203, 311; SEED 314, 417, 425, 451, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.	
Minor:	up to 18
The choice of minor could reduce the total hours.	
Remaining Bible:	6
Bible is not required during the supervised teaching semester.	
TOTAL HOURS	128-139

**BACHELOR OF SCIENCE DEGREE
MATHEMATICS MAJOR (MATH)**
(Non-Teacher Licensure)

REQUIREMENTS	HOURS
Liberal Arts:	45
The Liberal Arts requirements for biology and physical science must be included as part of the 25 science hours of the major.	
Major:	64
MATH 201, 215, 251, 301, 313, 318, 323, 351, 440, and 6 additional hours of mathematics courses numbered 300 or above; COMP 150; PHS 410; 25 additional science hours, at least 6 of which must be upper level.	
Electives:	13
Math leveling work, if needed, decreases electives by 5 hours.	
Remaining Bible:	6
PHS 410 substitutes for Bible in the semester it is taken.	
TOTAL HOURS	128
Minor: 18 hours, including 6 hours of mathematics courses numbered 300 or above.	

MATHEMATICS (MATH)

100. BEGINNING ALGEBRA. (3) Fall, Spring. Basic arithmetic and an introduction to elementary algebra. Does not count as the mathematics Liberal Arts requirement or toward a major or minor in mathematics.

105. INTERMEDIATE ALGEBRA. (3) Fall, Spring. For students who present fewer than one and one-half entrance units in algebra or have inadequate preparation. Does not count toward a major or minor in mathematics. Prerequisite: MATH 100 with a "C" or higher or a score of 19 or higher on the Math ACT; or 450 or higher on the Math SAT.

151. COLLEGE ALGEBRA. (3) Fall, Spring. Rapid review of elementary algebra, quadratic equations, functions and graphs, inequalities, logarithms, ratio and proportion, variation, progressions, mathematical induction, binomial theorem, theory of equations, determinants, and complex numbers. Prerequisite: MATH 105 with a "C" or higher or a score of 22 or higher on the Math ACT; or 510 or higher on the Math SAT.

152. PLANE TRIGONOMETRY. (2) Fall, Spring. Trigonometric functions, functional relations, solution of right

and oblique triangles with application, identities, inverse functions, and equations. Prerequisite: MATH 105 with a "C" or higher or a score of 22 or higher on the Math ACT; or 510 or higher on the Math SAT.

171. COLLEGE ALGEBRA AND TRIGONOMETRY.

(5) Fall. An integrated course recommended for chemistry majors, preengineers, mathematics majors, and physics majors with a good background in mathematics. Students may not receive credit for 171 and 151 and/or 152. Prerequisite: A score of 25 or higher on the Math ACT; or 560 or higher on the Math SAT.

200. ELEMENTARY STATISTICS. (3) Fall, Spring. Elementary statistical techniques; descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, regression, and correlation.

201. ANALYTICS AND CALCULUS I. (5) Fall, Spring. Essentials of analytic geometry with an introduction to differential and integral calculus. Prerequisites: MATH 151 and 152, or 171, (with a "C" or higher) or a score of 28 or higher on the Math ACT; or 600 or higher on the Math SAT.

215. MATHEMATICAL PROGRAMMING. (1) Spring. An introduction to MAPLE. Algorithmic solutions to basic mathematical programming problems with an emphasis on calculus-related problems. Prerequisite: MATH 201, COMP 150 or 170.

240. MATHEMATICS FOR EARLY CHILDHOOD AND MIDDLE SCHOOL TEACHERS. (4) Fall, Spring. The real number system, number theory, geometry, probability and statistics from an early childhood and middle school perspective with applications. Prerequisite: MATH 151, or a score of 27 or higher on the Math ACT, or 590 or higher on the Math SAT.

251. ANALYTICS AND CALCULUS II. (5) Fall, Spring. A continuation of 201. Prerequisite: MATH 201.

260. DISCRETE MATHEMATICAL STRUCTURES. (3) Spring. An introduction to the basic techniques and concepts of combinatorial problem solving related to computer science applications. Topics include formal logic, counting methods, recurrence relations, graph theory, finite state machines and grammars. Prerequisite: MATH 201.

270. GEOMETRY FOR MIDDLE LEVEL EDUCATORS. (3) Spring. Topics explored at an introductory level include measurement, 2- and 3-figures, transformations, and middle school concepts in fractals and chaos. Prerequisite: MATH 240.

290. MATHEMATICS FOR MIDDLE LEVEL EDUCATORS. (3) Fall. Topics explored at an introductory level include logic, proof, probability and fundamental calculus concepts. Prerequisite: MATH 240.

301. ANALYTICS AND CALCULUS III. (3) Fall. A continuation of 251. Prerequisite: MATH 251.

306/506. FOUNDATIONS OF GEOMETRY. (3) Fall. An examination of Euclidean geometry with an introduction to

non-Euclidean geometry. Prerequisite: MATH 201.

313/513. LINEAR ALGEBRA. (3) Fall. Linear equations, matrices, vector spaces, linear transformations, determinants, eigen vectors and diagonalization. Prerequisite: MATH 201.

318/518. PROBABILITY. (3) Spring. Probability as a mathematical system, random variables and their distributions, limit theorems, and topics in statistical inference. Prerequisite: MATH 251.

323/523. MODERN ALGEBRA I. (3) Fall. Brief development of the complex number system beginning with the natural numbers. Abstract algebraic systems including groups, rings, fields, and integral domains. Prerequisite: MATH 313.

331/531. INTERMEDIATE ANALYSIS I. (3) Spring of even years. Real number systems, functions, sequences, additional topics in limits, continuity, differentiation, integration, infinite and power series, and uniform convergences. Prerequisites: MATH 301.

351/551. DIFFERENTIAL EQUATIONS. (3) Spring. Ordinary differential equations with applications. Prerequisite: MATH 251. PHYS 211-212 is highly recommended.

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

400. ADVANCED TOPICS IN MATHEMATICS. (3) Spring. Offered on sufficient demand. Topics from such areas as number theory, algebra, graph theory, topology, statistics, and real or complex analysis. Prerequisite: Consent of the instructor and MATH 251.

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: MATH 318.

432/532. ADVANCED CALCULUS. (3) Offered on sufficient demand. Partial differentiation, applications to geometry of space, maxima and minima, Lagrange's multipliers, indeterminate forms, elliptic integrals, line integrals, Green's theorem, and transformation of multiple integrals. Prerequisites: MATH 301 and consent of instructor.

440. MATHEMATICS SEMINAR. (2) Fall, Spring. Career opportunities, graduate school opportunities and presentation of mathematics. Required of all junior and senior majors, but credit is earned only once. Enrolled students will be required to research and present a paper on an approved mathematics topic. Fee: See course fee schedule.

450/650. DIRECTED READINGS. (1-3) Offered on demand. Directed reading or project for senior mathematics majors or qualified graduate students. Prerequisite: Consent of department chairman.

525. MATHEMATICS FOR THE ELEMENTARY TEACHER. (3) Offered on demand. Mathematics from the elementary school perspective, including geometry, probability and statistics.

Center for Adult and Extended Education

The Center for Adult and Extended Education is established to offer non-traditional degree and non-degree programs and courses. The programs and courses may be nontraditional in structure, student body, mode of delivery or some other way. The Center currently offers a degree completion program: a Bachelor of Arts degree with a major in Leadership and Management.

The Center will only offer these programs and courses in line with Harding University's accreditation through the Higher Learning Commission.

Degree Completion Program
Bachelor of Arts Degree
Leadership and Management

The Degree Completion Program allows students who have already completed 60 or more hours of college credit and are 23 years or older to finish their undergraduate studies. The program provides for an intensive and accelerated study program, allowing completion in a much shorter time than normal.

The program offered is a Bachelor of Arts degree with a major in Leadership and Management. The program delivers 50 hours of study that encompass an interesting and applicable study of leadership and management knowledge and skills. The program also requires students to complete five hours of textual Bible and three hours of Christian Business Ethics. The five hours of textual Bible address the relevance of teaching Christ. They also include selections from wisdom literature and discussion of the application of such wisdom in both biblical times and the present. These textual Bible courses and "Introduction to Information Technology" will be delivered online.

In total, students will have to complete a minimum of 128 hours of study to be eligible to graduate. All other graduation requirements must also be fulfilled in order to graduate.

FINANCIAL AID INFORMATION

Need-based Grants: Eligibility for need-based grants is determined by completing the Free Application for Federal Student Aid (FAFSA). After the FAFSA has been processed, a response will be mailed calculating the student's eligibility for need-based grants. Families may estimate their eligibility by

using the financial aid need estimator found on our Web site.

Federal Pell Grant: Awarded to undergraduate students who qualify based on financial need. The maximum award is \$4,050.

Federal SEOG Grant: Awarded to Pell Grant recipients who demonstrate exceptional financial need. The maximum award is \$500.

Veterans Benefits: Eligibility is determined by the Veterans Administration. Students should contact their local Veterans Administration representative.

Single Parent Scholarship: For single parents who are working toward an undergraduate degree, are Federal Pell Grant recipients, and are Arkansas residents. For more information and application details, call (479) 927-1402 or visit www.aspsf.org.

Internet and Local Scholarship Resources: The University Web site, www.harding.edu/finaid, provides a link to an abundance of information on national scholarships.

Loan Programs, Federal Stafford Student Loan: Each year, the following loan amounts are available to all eligible students considered financially independent for financial aid purposes at an interest rate of 6.8 percent:

Sophomores: \$7,500

Juniors and seniors: \$10,500

EDUCATIONAL TAX BENEFITS

The following is a summary of education-related tax benefits. We highly recommend that students consult their tax advisers or review IRS Publication 970 for information on how these benefits might apply to their particular tax situation.

Tax Credits: Tax credits allow for a dollar-for-dollar reduction of taxes. For example, a tax credit of \$1,000 will reduce a family's tax liability by \$1,000. Full tax credits are restricted to families with incomes under \$100,000. Expenses that qualify for tax credits include school tuition and required fees, minus any tax-free grants, scholarships or employer payments.

Lifetime Learning Tax Credit: A \$1,000 per-family tax credit may be claimed for students beyond

the first two years of education. There is no limit on the number of years for which the credit can be claimed for each family.

Tax Deductions: Families with incomes under \$130,000 may deduct up to \$3,000 for payment of tuition and fees incurred each tax year. Expenses that qualify for a tax deduction include school tuition and required fees, minus any tax-free grants, scholarships or employer payments.

For More Information

Harding University
Office of Student Financial Aid Services
www.harding.edu/finaid
finaid@harding.edu
1-800 477 3243 (toll free)
(501) 279-4257
(501) 279-5438 (fax)
Box 12282
Searcy, AR 72149-0001
915 E. Market
American Heritage Center
8 a.m. to 5 p.m. (CST) Monday – Friday

CODE OF CONDUCT

Harding University is unique by design and is a distinctly Christian university. Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals that in effect integrates faith, learning and living. Degree completion students are expected to maintain the highest standards of morality, integrity, orderliness and personal honor.

Students are encouraged to live up to the high expectations and policies set forth in this handbook as they are designed to develop the optimum potential of each student. In making application to the University, degree completion students acknowledge and agree to abide by these expectations.

Harding expects its students to conduct them-

selves as responsible citizens with an understanding and philosophy of life consistent with Christian ideals. In addition to the promotion of scholarly pursuits, Harding University endeavors to instill within each student a deeper spiritual quality. All members of Harding's administration and faculty are dedicated to building Christian character and responsibility within each student.

Students are expected to pursue honesty and integrity, avoiding all forms of dishonesty.

Harding University reserves the right to refuse admittance or dismiss any student whose lifestyle is not consistent with the Christian principles that this University represents.

While attending classes and events at Harding, students must comply with Harding University's policies concerning conduct. This includes the following specific items:

- Harding is a drug-, tobacco-, and alcohol-free campus
- Modest dress is required
- Inappropriate language is prohibited
- No firearms or weapons are allowed on campus
- Sexual immorality including pornographic materials are prohibited
- Christian principles should be respected by all students

Upon registration to Harding University, Degree Completion Program students acknowledge and agree to uphold Christian principles for which Harding stands. Harding University reserves the right to refuse admission to or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. A standard form is provided and signed by each individual student in the Degree Completion Program upon entry into the program concerning his/her commitment to uphold these principles.

CODE OF CONDUCT DISCIPLINARY PROCEDURES

When it appears a rule of conduct or procedure has been broken, the director of the Adult and Extended Education Center will conduct an investigation concerning the allegation.

1. If possible, the issue will be resolved with the director of the program and the student.
2. If not resolved between the director of the program and the student, an appeal is presented to the Office of Student Services for their review and recommendation concerning the alleged code of conduct violation.
3. The appeal must be made to the Office of Student Services within 24 hours after the attempted resolution by the director of the program and the student.
4. The appeal shall be conducted in a fair and reasonable manner.
5. All witnesses shall be required to affirm the truth of their testimonies.
6. Presentation of evidence shall be as follows:
 - a. Evidence that supports the charge against the student or organization.
 - b. Evidence of innocence or mitigation by the accused.
 - c. Rebuttal evidence by both parties.
 - d. Closing statements by both parties.
7. Both parties shall have reasonable opportunity for cross-examination of witnesses.
8. The appeals will be open to the appealing party, representatives of the Office of Student Services, and witnesses with relevant evidence to present. Only two eyewitnesses from each side may present their case, and neither legal counsel, guardian nor parents of the accused shall be permitted to appear before this committee.

Disciplinary sanction can range from a written or verbal reprimand to suspension or expulsion from the Degree Completion Program.

Questions in regard to code of conduct for the Degree Completion Program should be referred to the director of the Adult and Extended Learning Center.

BACHELOR OF ARTS DEGREE LEADERSHIP AND MANAGEMENT PROGRAM (LMP)

Business Core (30 hours)

LMP 101	Introduction to Information Technology (online)	3
LMP 201	Macroeconomics	3
LMP 205	Financial Accounting	3
LMP 315	Business Law	3
LMP 330	Marketing	3
LMP 343	Managerial Finance	3
LMP 350	Business Communications	3
LMP 368	Management and Organizational Behavior.....	3
LMP 435	Christian Business Ethics	3
LMP 430	Strategic Policy (capstone course)	3

Management Courses (15 hours)

LMP 310	Principles of Management & Supervision.....	3
LMP 332	Human Resource Management	3
LMP 354	Productions/Operations Management	3
LMP 365	Entrepreneurial Management	3
LMP 440	Business Leadership	3

Bible Courses (5 hours)

LMP 308	Selections from Wisdom Literature & Psalms (online)	3
LMP 211	Teachings of Jesus (online)	2

Other Requirements (18 hours)

1. 18 hours of additional credits to reach the 128-hour graduation requirement (CLEP, block credit, DANTES, etc.)
2. In order to graduate from Harding, students must fulfill the graduation requirements.
3. If planning to pursue a Harding MBA, students should take BUS 265 (QBA) as part of the 18 additional hours.

Previous transferable college credit (60 hours)

TOTAL HOURS128

LEADERSHIP AND MANAGEMENT PROGRAM (LMP)

LMP 101. INTRODUCTION TO INFORMATION TECHNOLOGY. (3) Online. This course covers information systems theory and the role of an information system in business and society. Topics include information production and management in the new information age, software, hardware, data communications, the Internet, knowledge systems, security, and ethics. An intermediate skill level is acquired in the use of spreadsheet, word processing, database and presentation software.

LMP 201. MACROECONOMICS. (3) The overall workings of the economy and its major subdivisions; our economic system, business cycles, money and banking, national income accounts, and stabilization policy.

LMP 205. FINANCIAL ACCOUNTING. (3) Elementary accounting theory, practice, and analysis; conceptual analysis of the full accounting cycle; sole proprietorships and corporations; emphasis on preparation and interpretation of financial statements; coverage of balance sheet items of cash, accounts receivables, inventories, fixed assets, short-term and long-term debt.

LMP 211. TEACHINGS OF JESUS. (2) Online. A study of the life and teachings of Christ as revealed in the New Testament.

LMP 308. SELECTIONS FROM WISDOM LITERATURE & PSALMS. (3) Online. Selections from the Psalms, Proverbs, Song of Songs, Lamentations, Ecclesiastes and Job. Their historical backgrounds, especially the poetic and wisdom literature of the ancient Near East. The importance of their message for that period and present times.

LMP 310. PRINCIPLES OF MANAGEMENT AND SUPERVISION. (3) An introductory study of the functions of management and the operational supervisory skills required in the workplace. Identifying the specific roles of managers and supervisors and the significance of workers. Skill-building exercises relating to delegation, discipline techniques, conducting a meeting, organizational communications, financial responsibility and ethical issues.

LMP 315. BUSINESS LAW. (3) Law, sources of law, and the functioning of the legal system; business torts, white-collar crimes, contracts, property and sales.

LMP 330. MARKETING. (3) An introductory course. Choosing target markets, assessing their needs, developing products and services, and delivering them at a value to the customer and a profit to the company. Developing a managerial point of view in planning and evaluating marketing decisions.

LMP 332. HUMAN RESOURCE MANAGEMENT. (3) Selection, placement, training, wage administration, performance evaluation and discharge of employees.

LMP 343. MANAGERIAL FINANCE. (3) Aspects of business organization, including promotion, organization, capitalization, expansion, reorganization and fiscal operations; management and financing of modern corporate forms of business enterprise.

LMP 350. BUSINESS COMMUNICATIONS. (3) Composition of effective business letters and reports. Characteristics of good business writing and development of basic letter plans applicable to principal business functions. Preparation of personal resumé and application letters. Oral communication in business.

LMP 354. PRODUCTIONS/OPERATIONS MANAGEMENT. (3) The production function of business, including the economics of production, capital investment, research and development, product design and services, and quality management (QM). Specific QM topics addressed include statistical quality control, production inventory planning and control (PIPC) systems, forecasting, and just-in-time inventory management. Other topics include location and design of facilities, energy management, and managing job safety and health.

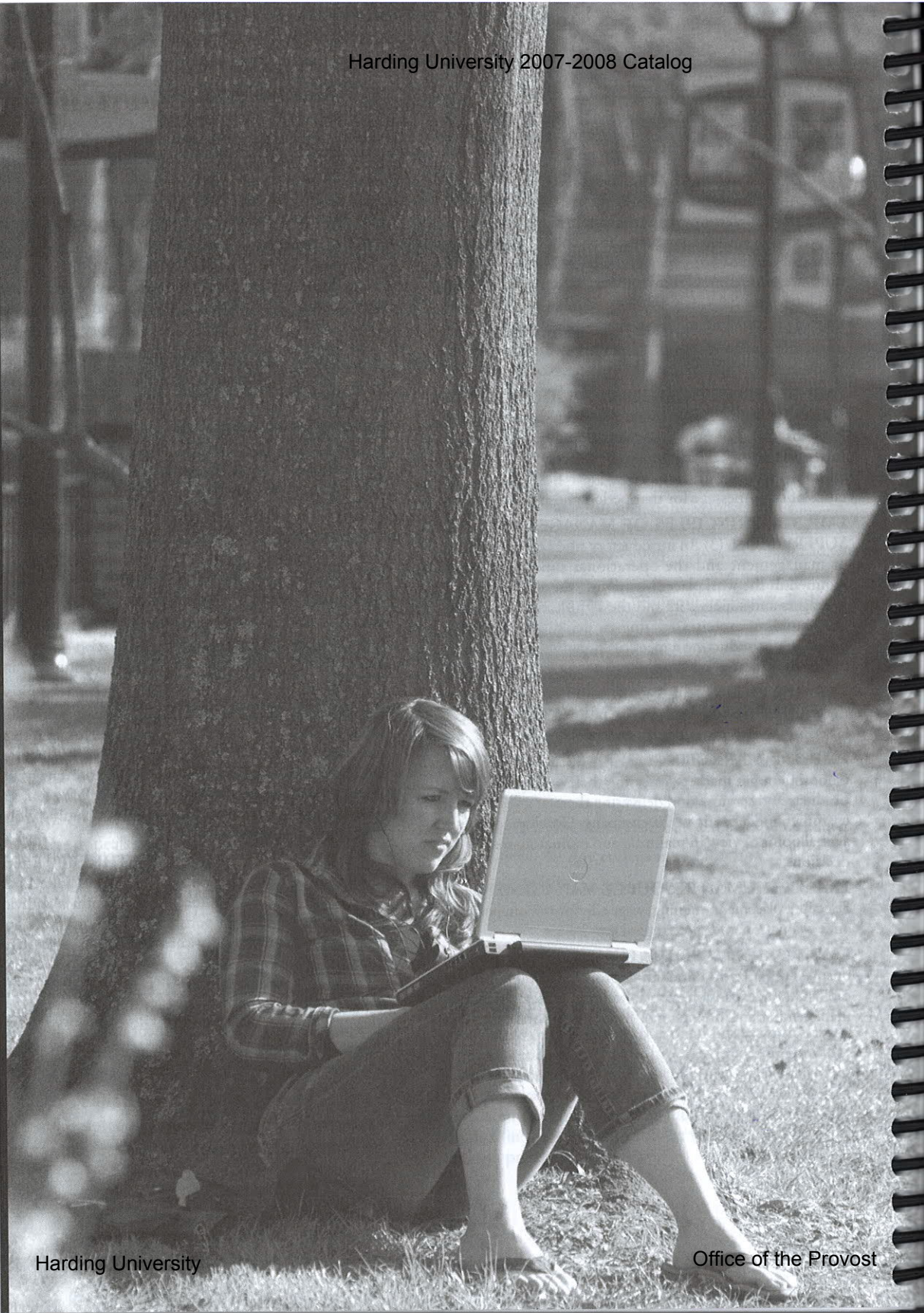
LMP 365. ENTREPRENEURIAL MANAGEMENT. (3) A practical training ground for any major, supplementing academic business training with an emphasis on the entrepreneurial spirit. The class takes an innovative approach to projected market share, sales, production, human resources, financial and management practices to ensure that an entrepreneurial idea is successful in the marketplace.

LMP 368. MANAGEMENT AND ORGANIZATIONAL BEHAVIOR. (3) Techniques and policies needed to handle human relations problems in business, government and education. Organizational behavior, motivation, leadership, formal and informal organization, social environment, and communication and group processes.

LMP 430. STRATEGIC POLICY. (3) Use of case studies to integrate and utilize decision-making concepts and techniques studied in earlier courses. Students will be required to analyze cases to understand current business strategy and implementation. Emphasis on formulation of mission, setting goals and implementation of policies, including global and e-commerce strategies.

LMP 435. CHRISTIAN BUSINESS ETHICS. (3) Ethical teachings of the Bible as applied to business. Biblical passages related to business conduct, corporate ethics, individual ethics, and mutual responsibilities of employers and employees. An approved substitute for Bible the semester it is taken.

LMP 440. BUSINESS LEADERSHIP. (3) Development of leadership skills and qualities. Local and regional business leaders provide insight to development of leadership abilities for the church, community and profession.



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JASON DOTSON, Corporal

RICHARD CROWLEY, GARY HOGUE, TYREL JOHNSON, B.A., CLIFTON

ROBERTS, KIB COCHRAN, STEVE NESBITT, COLE LIGHT, BRUCE

SUTTON, Patrol Officers

KEN EDMUNDSON, Manager of Parking Services

MELINDA JOHNSON, Office Manager

CARLA STEVENS, Secretary

AUXILIARY ENTERPRISES

WILLIAM E. BRIDGES, B.S., Bookstore Manager

BRENDA MILLER, Assistant Manager-Textbooks

FRAN DUGGER, Inventory Control

JOHN VINES, Accounts Manager and IT

KELLEE BLICKENSTAFF, Merchandise Coordinator

RITA ROGERS, Purchase Orders/Customer Service

LISA ROBERSON, Customer Orders/Service
 MELINDA SMITH, Textbook Assistant
 ANGELA COLLETT, Shipping/Receiving Clerk
 PAULA GILBERT, Cashier Supervisor
 DANNY WOOD, Manager of Harding Press
 CHRIS McKINNEY, NOLA WINTER, DONALD BENNETT, Press Operators
 RODGER GILLIAM, Cameraman
 LOY WELLS, Folder Operator
 PEGGY KEMP, B.A., Graphic Designer
 WILLA MATHIS, Office Manager
 VICKIE WALTON, Director of Heritage Inn
 JOHN BOONE, DONNA REEVES, Reservation Clerks

TRANSPORTATION

JEREMY SIVIA, Transportation Officer

CAFETERIA AND COLLEGE INN

Operated by ARAMARK, JUDITH HART, Food Service Director

ARAMARK/SERVICEMASTER

GREG TATERA, A.A., Director of Building Services

SENIOR VICE PRESIDENT

C. FLOYD DANIEL, B.S., Senior Vice President

VICE PRESIDENT FOR INFORMATION SYSTEMS & TECHNOLOGY

KEITH CRONK, M.Litt., Vice President for Information Systems & Technology

ERIN COPELAND, M.Ed., Assistant to Vice President for Information Systems & Technology

MICHAEL CHALENBURG, B.A., Assistant Vice President for Information Systems & Technology

APPLICATION DEVELOPMENT AND ENHANCEMENT

MIKE BAUR, M.B.A., Programmer/Analyst

PHILIP BOOKER, B.S., Advancement Functional Technician

AMBER RAE MELTON, Student Functional Technician

SHAWN SPEARMAN, B.F.A., Web Design Specialist

PETER KIRBY, Programmer

JARED STILWELL, Programmer

CLIENT SUPPORT AND CONSULTING

JAMES BAIRD, B.A., Director, Client Support and Consulting

DALE GUICE, M.B.A., Purchasing Agent

CLINT LERCHER, B.B.A., Support Specialist

SCOTT PRITCHETT, Support Specialist

DALE WARREN, A.S., Support Specialist

DATABASE AND SYSTEM ADMINISTRATION

JON WRYE, B.A., Director, Database and System Administration

LYN BLANSETT, B.S., Database Administrator

J LEMMONS, B.A., Systems Analyst

NETWORK SERVICES

JOHN NUNNALLY, M.S., Director, Network Services
ALLEN BARRETT, Security Administrator
DAVID CHALENBURG, B.A., Communications Technician
JOHN EXUM, B.B.A., Network Manager
MATT NUNNALLY, Communications Infrastructure Manager
ROBYN SANDLIN, B.A., Assistant Network Manager

STUDENT SUPPORT AND COMMUNICATIONS

LORA FLEENER, B.B.A., Director, Student Support and Communications
JO YAEGER, Switchboard Operator

BRACKETT LIBRARY

ANN DIXON, M.L.S., Director, Brackett Library
AARON HOLLOMAN, B.A., Circulation Assistant
KATHY ADAMS, Serials Technical Assistant
DEBBIE ANDERSON, Bookkeeper and Acquisition Assistant
BRENDA BREEZEEL, M.L.S., Systems Librarian
LISA BURLEY, B.A., E-Learning and Instruction Librarian
GERALD COX, M.L.S., Interlibrary Services Librarian
RACHEL GIBBS, Technical Services Assistant
ANN HOBBY, M.L.S., Reference Services Librarian
DEBBIE JOHNSON, Inter-Library Loan Technical Assistant
KARON MASON, Administrative Assistant to Library Director
ERIC McMULLEN, B.A., Information Services Assistant
HENRY TERRILL, M.S.L.S., Serials, Government Documents and Archives Librarian
JEAN WALDROP, M.S., Circulation Librarian
SHIRLEY WILLIAMS, M.S.L.S., Technical Services Librarian

E-LEARNING AND MULTIMEDIA SERVICES

PAULA KIRBY, B.S., Director, E-Learning and Multimedia Services
ANGELA SIVIA, M.B.A., WebCT and Lab Support Specialist
CARL WALKER, M.A., Lab Support Specialist

CLASSROOM TECHNOLOGY AND IT LABS

MATT FECTAU, B.B.A., Lab Support Specialist

MULTIMEDIA PRODUCTION

SCOTT LLOYD, Director, Multimedia production
BEVERLY ROSE, A.A., Director, Copy Center
BARBARA MARTIN, Secretary of the Recording Studio
STEVE MARTIN, M.S., Assistant Director of Media Center

REGISTRAR

JANICE HURD, M.P.A., Registrar
WAYNE MILNER, B.B.A., Associate Registrar
JANE CAVITT, Assistant Registrar
AMY CARRIGAN, B.A., Registrar Associate
PATTI JO WHITE, M.S.W., Information Assistant to the Registrar
SALLY HURD, B.S., Receptionist

VICE PRESIDENT FOR SPIRITUAL LIFE

BRUCE McLARTY, M.Th.

KATHY NUNNALLY, B.A., Office Manager

CENTER FOR WORLD MISSIONS

MONTE COX, Ph.D., Associate Dean of the College of Bible and Religion and Director

KEN GRAVES, B.A., Director of Global Outreach

ALYSE ROSS, Secretary

INSTITUTE FOR CHURCH & FAMILY

ANDREW BAKER, M.A., Director

TIM WESTBROOK, M.A., Associate Director

BRANDON TITTLE, B.A., Assistant Director

KAY GOWEN, M.S.M.C., Publications Director

PENNY LIGHT, Executive Assistant

GRADUATE SCHOOL OF RELIGION

EVERETT W. HUFFARD, Ph.D., Vice President/Dean

BRENDA CURTIS, M.A., Administrative Assistant to the Vice President/Dean

LARRY ARICK, B.B.A., Director of Advancement

JEANNIE ALEXANDER, B.B.A., Secretary to the Director of Advancement

DAVE BLAND, Ph.D., Director of the Doctor of Ministry Program

STEVE McLEOD, D.Min., Registrar

DON MEREDITH, M.S. in L.S., Librarian

SHEILA OWEN, M.A. in L.S., Assistant Librarian

PAT HUGHES, EVELYN MEREDITH, Assistants to the Librarian

MARK PARKER, M.A., M.Div., Assistant Vice President

BRENDA DAVID, Business Manager, Business Office

CECIL TOMLINSON, Maintenance and Purchasing

Faculty

This list of faculty for the 2007-2008 school year was compiled by the printing deadline of May 1, 2007. Faculty hired after this date will appear in subsequent catalogs. First date indicates year of employment; second date, year appointed to present rank; third date, year appointed to administrative position. Asterisks indicate faculty on leave of absence.

SCOTT E. ADAIR, M.Div. (Harding University Graduate School of Religion)

Assistant Professor of Bible. 2001.

DANIEL ADAMS, M.F.A. (Stephen F. Austin State University)

Professor of Art. 1991, 2006.

GLEN M. ADAMS, Psy.D. (Illinois School of Professional Psychology)

Associate Professor of Psychology. 1996.

HAROLD ALEXANDER, M.S.E., N.C.C. (Henderson University)

Associate Professor of Psychology, Assistant to the Vice President for Academic Affairs, and Director of the Academic Advising Center. 1991, 2000, 2004.

JENENE ALEXANDER, Ed.D., N.C.S.P., L.P.C. (East Texas State University)

Associate Professor of Education. 1990, 2000.

THOMAS C. ALEXANDER, Ph.D. (Emory University)

Professor of Bible. 1978, 2000.

DAVID L. ALLEN, M.B.A. (University of Central Arkansas)

Associate Professor of Accounting. 1987, 1994.

- BEVERLY AUSTIN, M.A. (Harding University)
Assistant Professor of Art. 1993, 2000.
- STEPHEN A. BABER, Ph.D. (Texas A&M University)
Professor of Computer Science and Director of Academic Computing. 1983, 1989, 1988.
- TIMOTHY B. BAIRD, Ph.D. (University of Missouri at Rolla)
Professor of Computer Science and Chair of the Department. 1981, 1997, 1994.
- ANDREW BAKER, M.A. (Harding University Graduate School of Religion)
Assistant Professor of Bible. 2005.
- KIM A. BAKER-ABRAMS, L.M.S.W. (Arizona State University)
Associate Professor of Social Work. 1996, 2005.
- DAVID BANGS, Ed.D. (University of Arkansas at Little Rock)
Associate Professor of Education. 2007.
- KLAY BARTEE, M.Ed., M.S.M.F.T. (Harding University)
Assistant Professor, Counselor. 1999.
- PATRICK A. BASHAW, M.Ed. (Harding University)
Assistant Professor of Education, Chair of Graduate Studies in Education. 1999, 2003.
- CLAY BEASON, Ed.D. (University of Arkansas at Little Rock)
Assistant Professor of Kinesiology. 2000, 2004.
- JAMES BEHEL, Ph.D. (University of Arkansas)
Professor of Computer Information Systems, Director of Graduate Academic Affairs in Business. 1981, 2003, 2006.
- FLEMING BELL, Ph.D. (Florida State University)
Assistant Professor of Spanish. 2000.
- JANICE BINGHAM, M.S.N., F.N.P., R.N. (University of Tennessee)
Associate Professor of Nursing. 2001.
- REBECCA BOAZ, M.S.E. (Harding University)
Instructor of Family and Consumer Sciences. 2006.
- LAUREN BOONE, M.A. (Auburn University)
Instructor of English. 2007.
- NICK BOONE, M.A. (Auburn University)
Instructor of English. 2007.
- CECIL BOOTHE, Ed.S. (University of Arkansas)
Associate Professor of Education. 2005.
- DEE BOST, Ed.D. (University of Memphis)
Associate Professor of Education, Director of Academic Resources Center. 1990, 1998, 1990.
- JERRY BOWLING, Ph.D. (Southern Baptist Theological Seminary)
Associate Professor of Bible. 1995, 2001.
- BRENDA BREEZEL, M.L.S. (University of Illinois)
Instructor of Library Science and Systems Librarian. 2001.
- STEVEN BREEZEL, Ph.D. (University of Illinois)
Assistant Professor of History and Political Science. 2001, 2003.
- RODGER LEE BREWER, Ph.D. (University of Missouri)
Professor of English. 1973, 1991.
- PHILIP A. BROWN, Ph.D. (University of Mississippi)
Associate Professor of Accounting. 1987, 2000.
- JOE BRUMFIELD, Ed.D. (Oklahoma State University)
Associate Professor of Bible. 1992, 1998.
- BRYAN BURKS, D.B.A., C.P.A. (Nova Southeastern University)
Associate Professor of Accounting and Dean of the College of Business Administration. 1995, 2006, 2002.
- DAVID B. BURKS, Ph.D., C.P.A. (Florida State University)
Professor of Management and Accounting and President of the University. 1967, 1981, 1987.
- STEPHEN A. BURKS, M.Ed. (Harding University)
Assistant Professor of Kinesiology. 1997, 2001.

- LISA BURLEY, B.A. (University of Arkansas-Monticello)
Instructor of Library Science and Circulation Librarian. 2006.
- JEANIE BURT, M.S.N., M.A., R.N. (Clarkson College)
Assistant Professor of Nursing. 1995.
- JAMES S. BURY, M.R.E. (Southern Methodist University)
Assistant Professor of Bible. 2001.
- LOUIS F. BUTTERFIELD, Ed.D. (Texas Tech University)
Professor of Communication. 1970, 1995.
- JOHN K. CAMERON, Ph.D. (University of Arkansas)
Professor of Psychology. 1993, 2004.
- JAMES W. CARR, Ph.D. (Florida State University)
Professor of Marketing and Executive Vice President. 1987, 1987, 1989.
- CYNTHIA CARRELL, D.M.A. (University of Illinois)
Assistant Professor of Music. 2005.
- SCOTT CARRELL, D.M.A. (University of North Texas)
Associate Professor of Music. 1998, 2004.
- CLARA CARROLL, Ed.D. (University of Memphis)
Associate Professor of Education and Chair of Professional Field Experiences. 1997, 2003.
- J. WARREN CASEY, Ph.D. (University of Oklahoma)
Professor of Music. 1982, 1992.
- MICHAEL CHANCE, M.M. (Midwestern State University)
Assistant Professor of Music and Director of Bands. 1996.
- STEVE B. CHOATE, M.F.A., Ph.D. (Florida State University)
Assistant Professor of Art. 1995, 2003.
- BOB CHURCHMAN, M.B.A., C.P.A. (University of Central Arkansas)
Assistant Professor of Accounting. 2004.
- MICHAEL CLAXTON, Ph.D. (University of North Carolina at Chapel Hill)
Assistant Professor of English. 2003.
- DA'LYNN CLAYTON, Ph.D., R.N. (University of Texas)
Associate Professor of Nursing. 1985, 2001.
- GREG CLAYTON, M.F.A. (Eastern Michigan University)
Associate Professor of Art. 2004.
- EDDIE CLOER, D.Min. (Harding University Graduate School of Religion)
Professor of Bible. 1986, 1996.
- ROSS COCHRAN, Ph.D. (Boston College)
Professor of Bible. 1986, 2006.
- MICHELLE WATKINS COIZMAN, M.Ed. (Harding University)
Instructor of Spanish. 2003, 2005.
- BARBARA COLE, Ed.D. (University of Memphis)
Associate Professor of Business and Assistant Director/Curriculum Coordinator of the McNair Program. 2004.
- DAVID COLE, Ph.D. (Western Michigan University)
Professor of Chemistry and Chair of the Department of Physical Sciences. 1989, 1994, 1995.
- AVA M. CONLEY, M.A. (Vanderbilt University)
Professor of Spanish and Chair of the Department of Foreign Languages and International Studies. 1973, 1990, 2003.
- STEVE COOPER, Ph.D. (University of Arkansas at Little Rock)
Assistant Professor of Biology. 1997, 2007.
- BOB J. CORBIN, M.Ed. (University of Oklahoma)
Professor of Kinesiology and Research Associate. 1964, 1983.
- AMY K. COX, M.B.A., ASID (Harding University)
Assistant Professor of Art. 2001, 2007.
- GERALD COX, M.L.S. (Indiana University)
Assistant Professor of Library Science and Inter-library Service Librarian. 1998, 2006.

- MONTE COX, Ph.D. (Trinity International University)
Associate Dean of College of Bible and Religion, Associate Professor of Bible, and Director of Center for World Missions. 1992, 2005.
- PATRICIA J. COX, Ph.D. (University of North Texas)
Professor of Music. 1981, 2005.
- G. SCOT CRENSHAW, Ph.D. (Southwestern Baptist Theological Seminary)
Associate Professor of Bible and Preaching. 1997, 2001.
- SHAREN DEACON CROCKETT, M.S., C.F.C.S. (Ohio State University)
Professor of Family and Consumer Sciences. 1968, 1989.
- KEITH CRONK, M.Litt. (University of New England-Australia)
Associate Professor and Vice President for Information Technology Services. 2000, 2001.
- MARGUERITE CRONK, Ph.D. (Australian National University)
Associate Professor of Business. 2000, 2004.
- MARVIN CROWSON, B.A. (Harding University)
Missionary in Residence (Domestic). 2001.
- SHAWN DAGGETT, M.Th. (Harding Graduate School of Religion)
Assistant Professor of Bible. 1996.
- JILL DAVIS, M.S. (University of Arkansas)
Instructor of Mathematics. 2004.
- MARK DAVIS, D.B.A. (University of Sarasota)
Associate Professor of Business, Chair of Marketing, Associate Dean of College of Business Administration. 1999, 2003, 2006.
- DONALD P. DIFFINE, Ph.D. (University of Mississippi)
Professor of Economics and Director of the Belden Center for Private Enterprise Education. 1971, 1982, 1976.
- ALLEN DILES, Th.D. (Charles University, Prague Czech Republic)
Assistant Professor of Bible. 2005.
- JACQUELINE DILLION, B.A. (Harding University)
Instructor of International Programs. 2007.
- KATHY DILLION, Ph.D. (Arkansas State University)
Assistant Professor of English. 1998, 2006.
- ANN DIXON, M.L.S. (Texas Woman's University)
Associate Professor of Library Science and Library Director. 1993, 1996, 1999.
- ELIZABETH DOMINSKI, M.S.N., R.N., A.P.R.N.-B.C., F.N.P., P.N.P., C.R.R.N. (Clarkson College)
Assistant Professor of Nursing. 1994, 2000.
- FAYE BREWER DORAN, Ed.D. (Pennsylvania State University)
Professor of Art. 1973, 1984.
- RONALD H. DORAN, M.S. (University of South Carolina)
Professor of Biology. 1968, 1991.
- CAROL DOUGLASS, Ed.D. (University of Memphis)
Associate Professor of Education. 2000, 2006.
- MARIBETH DOWNING, Ph.D. (University of Nebraska)
Professor of Education. 1974, 1989.
- ALVA GENE DUGGER, M.S. (University of Missouri at Rolla)
Professor of Computer Science and Mathematics and Assistant Director of Computing Services. 1969, 1981, 1991.
- DEBORAH G. DUKE, Ed.D. (Memphis State University)
Professor of Mathematics. 1981, 2006.
- LAURA EADS, M.M. (University of Mississippi)
Instructor of Music. 2007.
- JENNY EASON, M.L.S. (Florida State University)
Instructor of Library Science, Circulation and Web Page Development Librarian. 2001.

- STEPHANIE EDDLEMAN, M.Ed. (Harding University)
Instructor of English. 2004.
- KELLY ELANDER, M.A. (University of Michigan)
Assistant Professor of Communication. 2003.
- DAVID T. ELLIOTT, M.A.T. (Harding College)
Professor of Kinesiology. 1969, 1996.
- MORRIS RAY ELLIS, Ph.D. (Texas Tech University)
Professor of Communication. 1972, 1990.
- WENDY ELLIS, M.Ed. (University of Arkansas at Little Rock)
Assistant Professor of Education. 2005.
- CONNIE ELROD, M.Ed. (Harding University)
Assistant Professor of Education and Director of the Harding University Professional Center, North Little Rock. 1999, 2001.
- MARK ELROD, Ph.D. (Vanderbilt University)
Professor of Political Science. 1987, 1996.
- MIKE EMERSON, M.S., C.P.A. (Harding University)
Associate Professor of Accounting. 1986, 2001.
- LISA ENGEL, M.S.N. (Harding University)
Assistant Professor of Nursing. 2004.
- TERRY ENGEL, Ph.D. (University of Southern Mississippi)
Assistant Professor of English. 2001.
- ALLEN FIGLEY, M.B.A. (Harding University)
Assistant Professor of Business and Director of the MBA Program. 2003.
- LEWIS "TONY" FINLEY, Ed.D. (University of Arkansas)
Professor of Education and Dean of the College of Education. 1984, 1994, 1998.
- DENISE FISHER, M.Ed. (Harding University)
Instructor of Family and Consumer Sciences. 2005.
- CHANEY FLOYD, Ed.D. (University of Arkansas)
Associate Professor of Education. 2002.
- DEBBIE FORD, M.S.W. (University of Arkansas)
Associate Professor of Social Work. 1994, 2001.
- JANET FORTNER, M.A. (Texas Tech University)
Assistant Professor of History. 1994, 2000.
- JOHN FORTNER, Ph.D. (Hebrew Union College-Jewish Institute of Religion)
Professor of Bible. 1990, 2005.
- GABE FOUST, M.S. (University of Texas)
Instructor of Computer Science. 2004.
- JAMES FRANK, M.Ed. (Harding University)
Assistant Professor of Kinesiology. 1988, 1990.
- ALLEN FRAZIER, Ph.D. (Capella University)
Associate Professor of Business, Chair of Management. 2001, 2006.
- GAIL FRY, M.A. (University of Central Arkansas)
Assistant Professor of English. 2003, 2005.
- DOTTIE FRYE, M.A. (Memphis State University)
Instructor of Communication. 1996, 2003.
- STEVEN N. FRYE, Ed.D. (University of Arkansas)
Professor of Communication. 1989, 2007.
- SHANE FULLERTON, M.Ed. (Harding University)
Instructor of Kinesiology and Baseball Coach. 1996.
- CLIFTON L. GANUS JR., Ph.D. (Tulane University)
Professor of History and Chancellor of the University. 1946, 1952, 1987.
- CLIFTON L. GANUS III, D.M.A. (University of Colorado)
Professor of Music. 1968, 1982.

- PATRICK H. GARNER, Ph.D. (University of Oklahoma)
Professor of Communication and Director of Forensics Program. 1972, 1987.
- ZANE GASTINEAU, Ph.D. (Southern Methodist University)
Associate Professor of Engineering. 2002.
- KEITH GIBONEY, M.S. (Texas A & M - Commerce)
Instructor of Kinesiology and Women's Volleyball Coach. 1999.
- NOBLE T. GOSS, Ph.D. (University of Oregon)
Associate Professor of Spanish and German. 1996, 2005.
- JAMES R. GOWEN, M.A.T. (Harding University)
Assistant Professor of Kinesiology and Director of Men's Intramurals. 1996.
- JO GOY, M.S. (University of Southwest Louisiana)
Assistant Professor of Biology. 1995, 2004.
- JOE GOY, Ph.D. (Texas A & M University)
Associate Professor of Biology. 1995, 2001.
- NATHAN GUY, M.Phil. (Oxford University)
Instructor of Bible and Religion. 2006.
- STEVE GUYMON, M.S.E. (University of Kansas)
Assistant Professor of Kinesiology and Track Coach. 2002.
- KENNETH W. HAMMES, Ph.D. (Texas Tech University)
Professor of English. 1989, 1994.
- RONNIE HARLOW, M.S.E., A.T.C. (Harding University)
Assistant Professor of Kinesiology. 1997, 2005.
- GREG HARNDEN, M.A. (University of Missouri at Kansas City)
Athletic Director and Associate Professor of Kinesiology. 1989, 1996, 1996.
- GREG HARRIS, Ph.D. (University of Louisiana at Monroe)
Assistant Professor of Kinesiology. 2001, 2007.
- JACQUELINE HARRIS, M.N.Sc., R.N., O.N.C. (University of Arkansas for Medical Sciences)
Assistant Professor of Nursing. 1991, 1997.
- JULIE E. HARRIS, Ph.D. (University of Arkansas)
Associate Professor of History. 2000, 2006.
- KAYLA HAYNIE, M.A. (Arkansas State University)
Assistant Professor of English. 1993, 1997.
- PAUL D. HAYNIE, Ph.D. (University of Arkansas)
Professor of History. 1990, 1997.
- BUDD HEBERT, Ph.D. (Ohio State University)
Professor of Business and Director of International Business. 1993, 1998.
- ALLEN HENDERSON, M.Ed. (Harding University)
Assistant Professor of Education. 2004.
- ADRIAN HICKMON, Ph.D. (Virginia Polytechnic Institute and State University)
Associate Professor of Marriage and Family Therapy. 1993, 1999.
- CHARLES V. HICKS, M.S.E. (Harding University)
Assistant Professor of Music. 1998.
- GARY HILL, MPAS (University of Nebraska)
Associate Professor of Physician Assistant Studies. 2005.
- JULIE HIXSON-WALLACE, Pharm.D. (Mercer University Southern School of Pharmacy)
Associate Professor and Dean of College of Pharmacy. 2006.
- ANN HOBBS, M.L.S. (University of Oklahoma)
Associate Professor of Library Science and Director of Reference and Instruction Services. 1991, 2007.
- KENNETH L. HOBBS, Ph.D. (Oklahoma State University)
Professor of Psychology. 1989, 1994.
- GORDON HOGAN.
Lecturer and Missionary in Residence. 1994.

- DUTCH HOGGATT, Ph.D. (Ohio University)
Associate Professor of Communication. 1997.
- BURT HOLLANDSWORTH, Ph.D. (Ohio State University)
Assistant Professor of Chemistry. 2006.
- JEFFREY T. HOPPER, Ph.D. (Rutgers University)
Distinguished Professor of Music, Dean of the Honors College and Dean of International Programs. 1974, 1994, 2001.
- KAREN HORTON, M.Ed. (Harding University)
Assistant Professor of Education and Director of Curriculum Lab. 1999.
- B.J. HOUSTON, J.D., M.S.E. (University of Arkansas at Little Rock)
Associate Professor and Director of Criminal Justice Program. 2001.
- KATHY HOWARD, Ed.D. (Memphis State University)
Professor of Psychology. 1986, 2004.
- JOHN RONALD HUCKEBA, M.Ed. (Harding University)
Associate Professor of Kinesiology. 1988, 1997.
- PEGGY HUCKEBA, R.N., M.S.E. (Harding University)
Assistant Professor of Physician Assistant Studies. 2005.
- LARRY HUNT, Ph.D. (University of Georgia)
Associate Professor of English. 2000, 2007.
- HEATHER HUTSON, M.Ed., A.T.C. (Harding University)
Instructor of Kinesiology. 2004.
- DWIGHT E. IRELAND, Ed.D. (University of Arkansas)
Professor of Psychology. 1977, 1995.
- MIKE IRELAND, D.Min. (Harding University Graduate School of Religion)
Associate Professor of Bible. 2000.
- MICHAEL L. JAMES, Ph.D. (Florida State University)
Professor of Communication and Chair of the Department. 1973, 2004, 1993.
- ALICE K. JEWELL, Ph.D. (University of Arkansas)
Professor of English. 1968, 1990.
- FRED R. JEWELL, Ed.D. (Ball State University)
Professor of History. 1968, 1981.
- JAMES D. JOHNSTON, Ed.D. (Vanderbilt University)
Professor and Director of Student Support Services. 1996, 2005, 2004.
- LISABETH JONES, M.M. (University of Central Arkansas)
Instructor of Music. 2005.
- JOHN E. KELLER, Ph.D. (University of Nebraska)
Professor of Art and Chair of the Department. 1979, 1996, 1999.
- KAREN KELLEY, M.S.N., R.N. (University of Central Arkansas)
Assistant Professor of Nursing. 1994, 2000.
- JOHNNETTA KELLY, M.N.Sc., A.P.N. (University of Arkansas for Medical Sciences)
Assistant Professor of Nursing. 2006.
- TIM KIRBY, M.Ed. (East Central University of Oklahoma)
Assistant Professor of Kinesiology and Women's Basketball Coach. 1993.
- KEVIN KLEIN, Ph.D. (Florida State University)
Associate Professor of History and Chair of the Department. 1994, 2001, 2003.
- LORI KLEIN, M.P.A. (Florida State University)
Assistant Professor of History. 2005, 2007.
- RANDY LAMBETH, Ed.D. (University of Memphis)
Associate Professor of Kinesiology. 2000, 2007.
- JULIE LANE, B.S.N. (Harding University)
Instructor of Nursing. 2005.
- CHERYL LEE, Ph.D., R.N., C.W.O.C.N. (University of Arkansas for Medical Sciences)
Associate Professor of Nursing. 1994, 2007.

- ELIZABETH LEE, M.S.N., R.N. (Harding University)
Instructor of Nursing. 2002.
- RAYMOND "DONNY" LEE, Ed.D. (University of Memphis)
Associate Professor of Education and Assistant Dean of the College of Education. 1998, 2006.
- LARRY R. LONG, Ph.D. (Ohio State University)
Distinguished Professor of English and Vice President for Academic Affairs. 1976, 1986, 2004.
- JOLI LOVE, Ph.D. (University of California)
Associate Professor of Foreign Languages. 2004.
- BRITTON LYNN, M.F.A. (University of Tennessee, Knoxville)
Assistant Professor of Communication. 2003.
- JAMES E. MACKEY, Ph.D. (University of Mississippi)
Professor of Physics. 1968, 1978.
- DALE MANOR, Ph.D. (University of Arizona)
Professor of Bible. 1996, 2006.
- ERIC MARTIN, Ph.D. (University of Arkansas)
Instructor of Kinesiology. 2004
- WILTON Y. MARTIN, Ed.D. (University of Arkansas)
Professor of Kinesiology and Chair of the Department. 1972, 1984, 1992.
- DENNIS MATLOCK, Ph.D. (St. Louis University)
Associate Professor of Chemistry. 2000, 2006.
- FRANK McCOWN, M.S. (University of Arkansas-Little Rock)
Assistant Professor of Computer Science. 1997, 2007.
- ROBERT McCREADY, Doctorat d'Etudes Approfondies. (University of Toulouse)
Associate Professor of French. 2000, 2003.
- PATRICK McGAHA, Ph.D. (Florida State University)
Associate Professor of Kinesiology. 2005.
- PENNY McGLAWN, M.Ed. (Harding University)
Instructor of Education. 2005.
- REBECCA McLAIN, M.S., CCC-SLP (University of Central Arkansas)
Assistant Professor of Communication. 2000.
- BRUCE McLARTY, M.A. (Harding University Graduate School of Religion)
Assistant Professor of Bible, Dean of College of Bible and Religion, and Vice President for Spiritual Life. 2005.
- RANDALL M. McLEOD, J.D. (Memphis State University Law School)
Professor of Business. 1988, 2003.
- TERESA McLEOD, M.Ed. (University of Memphis)
Associate Professor, Disabilities Director. 1997, 2005.
- C. ROBIN MILLER, M.F.A. (Memphis State University)
Professor of Communication and Director of Theatre Program. 1980, 2004.
- JIM MILLER, M.Ed. (Harding University)
Instructor of Communication. 2004.
- NATHAN E. MILLS, Ph.D. (University of Missouri)
Assistant Professor of Biology. 2002.
- CARL MITCHELL, Ph.D. (University of Southern California)
Professor of Bible. 1980, 1989.
- JOHN W. MOON JR., Ph.D. (Michigan State University)
Professor of Biology and Chair of the Department. 1991, 2001.
- JESSICA E. MOORE, D.A. (Middle Tennessee State University)
Associate Professor of Kinesiology. 1998.
- JUSTIN MOORE, Ph.D. (University of Louisiana at Monroe)
Assistant Professor of Marriage and Family Therapy. 2004, 2006.
- LEWIS L. MOORE, Ph.D. (University of Nebraska)
Professor of Psychology, Director of Counseling and Chair of Marriage and Family Therapy. 1970, 1986, 1981.

- STEVEN C. MOORE, Ph. D. (University of Arkansas of Medical Sciences)
Associate Professor of Biology and Associate Chair of the Department. 1993, 1999.
- LINDA MORAN, M.A. (University of Texas)
Assistant Professor of Spanish. 2006.
- JAN MORGAN, Ed.D. (Memphis State University)
Professor of Education, Director of Middle Childhood/Early Adolescence and Special Education, and Co-Director of Undergraduate Teacher Education. 1988, 2005, 2003.
- JEFF MORGAN, M.S. (West Texas State University)
Assistant Professor of Kinesiology, NCAA Compliance. 1993, 2005.
- MICHAEL MURPHY, M.D. (University of Missouri, Columbia)
Professor and Director of Physician Assistant Program. 2004.
- LAMBERT E. MURRAY, Ph.D. (Florida State University)
Professor of Physics. 1982, 1988.
- EDWARD P. MYERS, Ph.D. (Drew University)
Professor of Bible and Director of Harding School of Biblical Studies. 1992, 1992, 1996.
- DIANNE MYHAN, B.A. (Harding University)
Instructor and Associate Director of HUG. 2003.
- JERRY MYHAN, M.S.N., A.P.N., R.N., C.S. (University of Tennessee Center for the Health Sciences)
Associate Professor and Director of HUG. 1978, 1992, 2003.
- KELLY NEILL, M.M. (Baylor University)
Assistant Professor of Music. 2004, 2006.
- KENNETH V. NELLER, Ph.D. (University of St. Andrews)
Professor of Bible. 1992, 2002.
- HOWARD NORTON, Ph.D. (University of Sao Paulo)
Professor of Bible. 1997.
- JOHN W. NUNNALLY, M.S. (Florida State University)
Assistant Professor of Computer Science and Computer Engineering and Manager of Network Operations. 1975, 1982.
- GEORGE H. OLIVER, M.S.A. (Central Michigan University)
Professor of Management and Marketing. 1985, 2001.
- MIKE OLIVER, D.B.A. (University of Sarasota)
Associate Professor of Business. 2006.
- KEN OLREE, M.S. (University of Virginia)
Assistant Professor of Engineering. 2004.
- DENNIS M. ORGAN, Ph.D. (Texas Tech University)
Professor of English and Dean of the College of Arts and Humanities. 1967, 1979, 2004.
- SHERRY ORGAN, M.Ed. (Harding University)
Assistant Professor of English. 1997.
- TODD PATTEN, M.S., L.P.C. (Abilene Christian University)
Assistant Professor of Education. 2004.
- BRYAN PHILLIPS, Ph.D. (University of Arkansas)
Associate Professor of Kinesiology. 1990, 2001.
- PAUL M. PITT, M.F.A. (Memphis State University)
Professor of Art. 1971, 1989.
- SHARON PITT, M.Ed. (Harding University)
Assistant Professor of Communication. 1992, 2003.
- MICHAEL V. PLUMMER, Ph.D. (University of Kansas)
Professor of Biology. 1970, 1985.
- PAUL POLLARD, Ph.D. (Baylor University)
Professor of Bible. 1974, 1991.
- SHERRY POLLARD, Ed.D. (Baylor University)
Professor of Marriage and Family Therapy. 1982, 2005.

- DEAN B. PRIEST, Ph.D. (University of Mississippi)
Distinguished Professor of Mathematics. 1962, 2001.
- DENNIS PROVINCE, Ph.D. (Oklahoma State University)
Associate Professor of Chemistry. 1999, 2005.
- CHRISTINE PRUITT, M.Ed. (Middle Tennessee State University)
Assistant Professor of Education and Director of ADVANCE. 1998, 2003, 2006.
- MIKE PRUITT, D.A. (Middle Tennessee State University)
Professor of Kinesiology. 1989.
- VANN RACKLEY, Ph.D. (Virginia Polytechnic Institute)
Associate Professor of Marriage and Family Therapy. 1993, 1999.
- SCOTT RAGSDALE, M.S.E. (Harding University)
Assistant Professor of Computer Sciences. 1985, 1993.
- REBEKAH RAMPEY, Ph.D. (Rice University)
Assistant Professor of Biology. 2005.
- ROBERT H. REELY JR., Ed.D. (Auburn University)
Professor of Management and Associate Executive Director of American Studies Institute, Dean of Lifelong Learning. 1980, 1989, 1999.
- WILLIAM RICHARDSON, D.Min. (Abilene Christian University)
Professor of Bible and Director of Master of Ministry Program. 1995, 2007.
- LISA RITCHIE, Ed.D., R.D., L.D. (University of Arkansas at Little Rock)
Associate Professor of Family and Consumer Sciences and Director of Didactic Program in Dietetics. 1989, 2006, 1999.
- MARVIN H. ROBERTSON, J.D. (University of Arkansas)
Professor of Business. 1979, 1989.
- GARY W. ROSS, M.S. (Texas Tech University)
Assistant Professor of Accounting. 1999.
- STACY SCHOEN, M.F.A. (Fort Hays State University)
Assistant Professor of Art. 2002.
- KEITH SCHRAMM, Ph.D. (Western Michigan University)
Associate Professor of Chemistry. 1992, 2003.
- ROBBIE SHACKELFORD, M.Ed. (Harding University)
Assistant Professor of Humanities and Director of HUF. 1990, 1990, 1996.
- ARTHUR L. SHEARIN, D.M.A. (University of Colorado)
Professor of Music and Chair of the Department. 1972, 1987, 1993.
- JIM SHELTON, Ph.D. (University of Mississippi)
Associate Professor of Accounting. 2006.
- JACK R. SHOCK, Ed.D. (University of Arkansas)
Professor of Communication. 1985, 2005.
- CATHLEEN M. SHULTZ, Ph.D., R.N., F.A.A.N. (Vanderbilt University)
Professor of Nursing and Dean of the College of Nursing. 1976, 1986, 1977.
- ELLIS SLOAN, M.B.A. (University of South Carolina)
Assistant Professor of Business. 2005.
- LORI SLOAN, M.B.A. (Webster University)
Assistant Professor of Business. 1995.
- LAUREN SMELSER, M.A. (Abilene Christian University)
Instructor of English. 2007.
- CHERI SMITH, M.Ed. (Harding University)
Instructor of Education. 2004.
- RON SMITH, M.Ed. (Harding University)
Assistant Professor of Mathematics. 2007.
- STEPHEN W. SMITH, Ph.D. (Florida State University)
Professor of Mathematics and Chair of the Department. 1971, 1979, 1983.

- TERRY SMITH, Ed.D. (University of Memphis), M.S.W. (University of Arkansas at Little Rock)
Professor of Social Work, Director of the Social Work Program, and Chair of the Department of Behavioral Sciences. 1985, 2005, 2003.
- MARTY SPEARS, Ph.D. (Rice University)
Assistant Vice President for Academic Affairs, Associate Professor of Mathematics and Director of Institutional Research and Testing. 2000, 2002, 2006.
- KEN STAMATIS, M.Ed. (Harding University)
Assistant Professor of Education. 1999.
- KEITH STANGLIN, Th.D. (Calvin Theological Seminary)
Assistant Professor of Bible. 2005.
- THOMAS R. STATOM, Ph.D. (University of Alabama)
Professor of History. 1967, 1986.
- *DANA STEIL, M.S.E. (Harding University)
Assistant Professor of Computer Science. 2000.
- JAKE STEWART, M.B.A. (University of Houston)
Assistant Professor of Business. 2003.
- KEVIN STEWART, Ph.D. (Purdue University)
Assistant Professor of Chemistry. 2003.
- DAN STOCKSTILL, Ph.D. (Union Institute)
Associate Professor of Bible. 1990, 1999.
- JOHN STONE, M.B.A. (Harding University)
Assistant Professor of Business. 2007.
- SHEILA COX SULLIVAN, Ph.D., R.N. (University of Arkansas for Medical Sciences)
Associate Professor of Nursing. 1996, 2002.
- GORDON SUTHERLIN, Ed.D. (Memphis State University)
Professor of Education. 1990, 1995.
- O'NEAL TANKERSLEY, B.A. (Harding University)
Missionary in Residence. 2002.
- REBECCA TEAGUE, M.S.E. (Harding University)
Instructor of Family and Consumer Sciences. 2004.
- HENRY TERRILL, M.S.L.S. (Our Lady of the Lake University)
Professor of Library Science and Serials, Government Document and Archives Librarian. 1979, 1999.
- JACK D. THOMAS, Ph.D. (Texas A&M University)
Professor of Psychology. 1974, 1982.
- LINDA THOMPSON, Ed.D. (Memphis State University)
Associate Professor of Psychology and Director of Ronald E. McNair Program. 1986, 1997, 2004.
- PHILIP THOMPSON, D.Min. (Harding University Graduate School of Religion)
Associate Professor of Bible. 2001.
- TRAVIS THOMPSON, Ph.D. (University of Arkansas)
Professor of Math and Dean of the College of Sciences. 1985, 1990, 2002.
- LINDA THORNTON, Ed.D. (Florida Atlantic University)
Associate Professor of Education, Administrative Assistant to the Dean, and NCATE Coordinator. 1993, 1999.
- RANDY O. TRIBBLE, M.Ed. (Harding University)
Associate Professor of Kinesiology. 1981, 1997.
- DANIEL C. TULLOS, Ph.D., CCC-SLP (Pennsylvania State University)
Professor of Communication and Director of the Communication Disorders Program. 1979, 1993.
- KENNETH R. TURLEY, Ph.D. (University of Texas)
Associate Professor of Kinesiology. 1997, 2001.
- TERESA VICK, M.B.A. (Baker College)
Assistant Professor of Business. 2001.
- LAURIE WALKER, M.S. (University of Arkansas)
Instructor of Mathematics. 2006.

DUANE WARDEN, Ph.D. (Duke University)

Professor of Bible. 1993.

BETTY WATSON, Ed.D. (Memphis State University)

Distinguished Professor of Elementary Education and Director of Early Childhood Education. 1968, 1986, 1998.

REBECCA O. WEAVER, Ph.D., CCC-SLP. (University of Memphis)

Professor of Communication. 1984, 2001.

DAVID WHITE, M.S.M.F.T. (Harding University)

Assistant Professor. 2002, 2005.

JON WHITE, M.S. (University of Arkansas)

Instructor of Computer Science. 2005.

JOHN E. WILLIAMS, Ph.D. (Ohio University)

Professor of English. 1992, 2004.

KIETH WILLIAMS, Ed.D. (University of Memphis)

Associate Professor of Education and Director of Educational Leadership Program. 2005.

SHIRLEY ANNE WILLIAMS, M.L.S. (Texas Woman's University)

Professor of Library Science and Technical Services Librarian. 1987, 1996.

STEVE WILLIAMS, D.B.A. (NOVA Southeastern University)

Professor of Business. 1997.

RANDY WILLINGHAM, D.Min. (Abilene Christian University)

Associate Professor of Bible. 2000.

EDMOND W. WILSON JR., Ph.D. (University of Alabama)

Professor of Chemistry. 1970, 1979.

ELIZABETH K. WILSON, Ed.D., C.F.C.S. (Memphis State University)

Professor of Family and Consumer Sciences and Chair of the Department. 1971, 1991, 1984.

MICHAEL WOOD, M.Ed. (Harding University)

Assistant Professor of Education. 2001.

DEBBIE WOODROOF, B.A. (Harding University)

Instructor of Communication Sciences. 2007.

RAY WOODS, M.A. (Youngstown State University)

Assistant Professor of Kinesiology. 2005.

EUGENE WRIGHT, Ph.D. (University of Toledo)

Assistant Professor of Education. 2007.

FLAVIL YEAKLEY, Ph.D. (University of Illinois)

Professor of Bible, Director of Center for Church Growth, and Director of Outcomes Assessment. 1990, 1990, 1993.

JON DAVID YINGLING, Ed.D. (Texas A&M University, Commerce)

Associate Professor of Kinesiology. 1998, 2004.

Distinguished Professors Emeriti

BOBBY L. COKER, Ed.D.

Distinguished Professor of Education. 1968, 2000.

JAMES DONALD ENGLAND, Ph.D.

Distinguished Professor of Chemistry. 1960, 2005.

THOMAS M. HOWARD, Ed.D.

Distinguished Professor of History and Social Science. 1972, 2003.

NEALE T. PRYOR, Th.D.

Distinguished Professor of Bible. 1962, 2007.

WINFRED O. WRIGHT, Dr. de l'Université

Distinguished Professor of French. 1966, 2000.

Professors Emeriti

- JAMES R. ALLEN, M.R.E., Hh.D.
Bible. 1959, 1995.
- GEORGE EDWARD BAGGETT, D.M.E.
Music. 1949, 1993.
- KARYL BAILEY, Ph.D.
Kinesiology. 1967, 2001.
- BARBARA G. BARNES, M.A.T.
Kinesiology. 1965, 1998.
- WINNIE BELL, M.A.L.S.
Library Science. 1959, 1990.
- JOHN G. BOUSTEAD, M.Ed.
Kinesiology. 1978, 1998.
- JESS G. BUCY, M.S.E.
Education. 1969, 1997.
- EDDIE RAY CAMPBELL, M.A.T.
Counseling. 1965, 1999.
- KATHRYN R. CAMPBELL, M.A.T.
Kinesiology. 1970, 1999.
- GARY ELLIOTT, Ph.D.
English. 1967, 2007.
- ROBERT L. HELSTEN, M.A.
Bible and German. 1958, 1990.
- WILLIAM W. HOLLAWAY, Ph.D.
Music. 1966, 1998.
- ALLAN L. ISOM, Ed.D.
Bible. 1963, 1999.
- JOE DALE JONES, M.A.
Bible. 1975, 2001.
- WYATT JONES, Ed.D.
Education. 1975, 1997.
- ROBERT J. KELLY, Ed.D.
Business Administration. 1969, 2004.
- HELEN LAMBERT, Ed.D., R.N.
Nursing. 1982, 2002.
- WILLIAM T. LAMBERT, Ed.D.
Bible. 1982, 2005.
- MAURICE L. LAWSON, M.A.
Physics. 1954, 1982.
- VIRGIL H. LAWYER, M.A.
History and Social Sciences. 1961, 1990.
- THEODORE R. LLOYD, M.S.
Kinesiology. 1964, 1999.
- DUANE McCAMPBELL, Ph.D.
English. 1969, 2001.
- JAMES D. NICHOLS, Ed.D.
Education. 1977, 2003.
- BILL W. OLDHAM, Ed.D.
Mathematics. 1961, 2000.
- HARRY OLREE, Ed.D.
Kinesiology. 1957, 1996.
- L.V. PFEIFER, M.Div., M.Th.
Bible. 1973, 2000.
- CHARLES PITTMAN, M.A.
English. 1962, 1997.
- C. JOHN PROCK, M.T.
Kinesiology. 1960, 1997.
- DON D. ROBINSON, M.A.
Art. 1962, 2001.
- WILLIAM F. RUSHTON, M.A.
Biology. 1960, 1995.
- JOHN H. RYAN, Ph.D.
Communication. 1961, 2005.
- ED SANDERS, M.A.
Bible. 1973, 1993.
- JACK WOOD SEARS, Ph.D.
Biology. 1945, 1986.
- JOE T. SEGRAVES, Ph.D.
History. 1963, 1999.
- DON SHACKELFORD, Th.D.
Bible. 1972, 2001.
- CARROLL W. SMITH, Ph.D.
Chemistry. 1968, 1997.
- BARBARA KARAFFA STATOM, M.Ed.
Business Education. 1973, 2001.
- EVAN ULREY, Ph.D.
Communication. 1950, 1992.
- EUGENE UNDERWOOD, Ed.D.
English. 1970, 2001.
- BILLY D. VERKLER, Ph.D.
Sociology. 1957, 1998.
- WILL ED WARREN, M.A.R.
Bible. 1974, 1999.
- DOROTHY S. WRIGHT, Dr. de l'Université
French. 1968, 2000.
- WILLIAM D. WILLIAMS, Ph.D.
Chemistry. 1954, 1993.

Associate Professors Emeriti

- NANCY O'BRIEN, M.S., R.N.
Nursing. 1976, 1996.
- ANN SEWELL, M.M.
Music. 1961, 1989.
- BETTY ULREY, M.Ed.
English. 1967, 1992.
- NEVA WHITE, M.M.
Music. 1982, 2002.
- MURREY W. WILSON, M.A.
Education. 1957, 1981.

Scholarship, Loan and Endowment Funds

The information contained herein is presented in grateful appreciation of those who have given generously to provide funds to students at Harding.

Not all scholarships listed have funds available. Students applying for admission are automatically considered for most scholarships for which funds are still available. Information about new scholarships, scholarships requiring a separate application, and other sources of scholarship funds is available on the Office of Student Financial Services' Web site, located at www.harding.edu/finaid, or by contacting the office at (501) 279-4257.

SCHOLARSHIP FUNDS

SETH ELWOOD ADAMS MEMORIAL SCHOLARSHIP: Established by family and friends in memory of Seth Adams of Fayetteville for full-time students.

AGAPE SCHOLARSHIP FUND: Established by Ken and Martha Norton to benefit full-time students with financial need.

AILEEN ALEXANDER SCHOLARSHIP FUND: Established by Thurman Alexander to benefit students who demonstrate leadership and diligence and have a financial need.

FLANOV AND JOY ALEXANDER ENDOWED SCHOLARSHIP FUND: Established to honor Flanoy and Joy Alexander by their family. This fund is for academic scholarship assistance.

THURMAN AND RUBY ALEXANDER ENDOWED SCHOLARSHIP FUND: Established for full-time students who demonstrate leadership, diligence, capability and financial need.

JIMMY ALLEN ENDOWED SCHOLARSHIP FUND: Established by the Rankin family in honor of Jimmy Allen for male students enrolled in the School of Biblical Studies.

CLAUDE AND DOROTHY ALLISON FOUNDATION SCHOLARSHIP: Established to honor Claude and Dorothy Allison by their family. Scholarship recipients shall be enrolled as full-time sophomore, junior or senior students having a substantial financial need.

AMERICAN FOUNDERS SCHOLARSHIP FUND: Established by the American Founders Insurance Company of Austin, Texas. Awarded on the basis of scholarship and need.

IRIS ANDREWS SCHOLARSHIP FUND: Established by Ken and Amy Stamatis in honor of Iris Andrews. Special preference will be given to full-time students in the M.Ed. Reading Program.

KENNETH PAUL ARD MEMORIAL FUND: Established by the family of Kenneth Paul Ard. Provides grants

to Chorus members for participation in summer campaigns.

ASSOCIATED WOMEN FOR HARDING ENDOWED SCHOLARSHIP FOR HARDING GRADUATE SCHOOL OF RELIGION: Established for the specific purpose of providing financial aid to U.S. male citizens majoring in preaching and missions in the Harding Graduate School of Religion.

ASSOCIATED WOMEN FOR HARDING LOUISE GANUS ENDOWED SCHOLARSHIP: Established through the fund-raising activities of AWH chapters throughout the nation and named in honor of Louise Ganus on her 85th birthday and in honor of her Lifetime Achievement Award. Aids freshman students.

S.A. (LUM) AND IRMA N. ATKISON ENDOWED SCHOLARSHIP FUND: Established for children of missionaries (missionaries shall be defined in the broadest sense, as United States or foreign), children from children's homes and students in need.

E.B. BAGGETT MEMORIAL MUSIC SCHOLARSHIP: Established by the family and friends of the late Elmer B. Baggett for members of both the Band and either the Concert Choir or the Chorus.

LUCIEN BAGNETTO ENDOWED SCHOLARSHIP FUND: Established by the family and friends of Lucien Bagnetto for chemistry or biochemistry majors who have demonstrated a Christian servant attitude.

BAKER MEMORIAL SCHOLARSHIP FUND: Established by Donna Baker Barlar of Nashville, Tenn., in memory of her parents, Asa and Mary Ann Morton Baker, for Christian young men who plan to preach or teach the Gospel.

J.D. AND MARY BALES SCHOLARSHIP FUND: Established to provide financial assistance to families who have two or more children attending Harding simultaneously.

BARNABAS SCHOLARSHIP FUND: Established for deserving students.

T.H. BARTON SCHOLARSHIP FUND: Established by Colonel T.H. Barton of El Dorado, Ark.

CHARLIE AND NADINE BAUM ENDOWED SCHOLARSHIP FUND: Established by the Baum family to assist academically average students from middle-income families who have difficulty obtaining financial aid.

LOU ANNA McNEIL BAWCOM ENDOWED SCHOLARSHIP FUND: Established for students majoring in missions and who, in good faith, plan to work full time in the mission field upon graduation. Second preference shall be given to Bible majors.

MILDRED L. BELL FAMILY AND CONSUMER SCIENCES SCHOLARSHIP FUND: Established by faculty, friends, and family members as a tribute to Dr. Mildred L. Bell, Chairman of the Harding University Family and Con-

sumer Sciences Department from 1959-1984.

Z. BENSKY SCHOLARSHIP FUND: Established by Z. Bensky of Little Rock, Ark., to provide scholarship aid for a student in dramatics.

GEORGE S. BENSON NEED-BASED SCHOLARSHIP FUND: Established at Dr. Benson's death in 1992 by the University to honor a dear friend, respected worker and faithful Christian. Scholarship grants will be made based on need and to supplement the Harding Grant Programs.

MARGUERITE O'BANION BENSON ENDOWMENT SCHOLARSHIP FUND: Established at the Graduate School of Religion for outstanding young men who are preparing for the ministry.

HENRY ANDREW BISSELL AND TABITHA BISSELL ENDOWED SCHOLARSHIP FUND FOR PREACHING: Established by Ruth Jewell Owen in memory of Henry Andrew and Tabitha Bissell to provide scholarships to students in the Harding School of Biblical Studies who plan to preach.

BKD ACCOUNTING SCHOLARSHIP FUND: Established by BKD Accounting Firm and its employees for students in the College of Business Administration and shall be awarded to junior, senior or graduate students with a GPA of 3.0 or higher demonstrating an interest in public accounting.

JERRY L. BOLLS SCHOLARSHIP FUND: Established by Karen S. Bolls to benefit students from Calloway County, Ky., who maintain a minimum 2.5 GPA.

BOOTH BROTHERS MEMORIAL SCHOLARSHIP FUND: Established by the Booth family of Searcy as a memorial scholarship fund for Searcy students.

JOHN AND MARY BOWLIN ENDOWED SCHOLARSHIP FUND: Established from the estate of John and Mary Bowlin for financial assistance to students who are orphans.

BOYD-PEGAN ENDOWED SCHOLARSHIP FUND: Established by a gift from Glenn and Shirley Boyd in memory of Courtland and Stella Pegan to provide assistance to senior Bible majors who plan to teach.

ROBERT L. BRACKETT CHRISTIAN BUSINESS ENDOWED SCHOLARSHIP FUND: Established by Mark and Kelly Brackett in honor of their uncle to assist College of Business Administration students, with preference given to students from Florida.

HENRY JOHNSON BREEDLOVE SCHOLARSHIP FUND OF PREACHING: Established for Bible majors by Agnes Breedlove in memory of her husband.

BREWER-MASON MEMORIAL SCHOLARSHIP FUND: Established by friends and relatives of G.C. Brewer to aid worthy students, including Harding Academy.

SUE BOZEMAN BROCKMAN ENDOWED SCHOLARSHIP FUND: Established by Bo and Pat Brockman to honor Bo's grandmother, Sue Bozeman Brockman. Special preference will be given to children of missionaries and/or

students from Christian children's homes (not including children of children's home employees).

NORVAL AND ALBERTA BRUNER ENDOWED SCHOLARSHIP FUND: Established by Tim and Kathy Bruner in honor of Tim's parents. Special preference will be given to applicants who are 1) from the Appleton, Wisconsin, area, or 2) from the state of Wisconsin.

JEWELL R. BRYAN SCHOLARSHIP FUND: Established by Leslie and Linda Bryan to benefit students from the Wichita, Kan., area, with first preference given to members of the Central Church of Christ in Wichita.

THE BUG MAN INC. SCHOLARSHIP FUND: Established by William and Sonja McCauley of Little Rock to benefit married students entering their senior year in the College of Business Administration.

DR. J. RUSSELL BURCHAM JR. AND ROSEMARY BURCHAM SCHOLARSHIP FUND: Established by Russell and Rosemary Burcham to benefit students attending the University's Graduate School of Religion in Memphis, Tenn.

BASIL F. BURKS SCHOLARSHIP FUND: Established by Maurice White Burks to benefit full-time students in the College of Education.

BOB BURKS FAMILY SCHOLARSHIP FUND: Established by Bob Burks to benefit students who are graduates of Vilonia High School, Vilonia, Ark., and who participate in the University's intercollegiate athletics program.

CLAUS AND EVER BURNHAM SCHOLARSHIP FUND: Established by Mrs. Burnham to assist students who plan to be ministers of the Gospel.

THE BURNS-HARRIS SCHOLARSHIP FUND: Established to assist deserving students majoring in physical science or mathematics.

EDDIE AND KATHRYN CAMPBELL ENDOWED SCHOLARSHIP FUND: Established by David Campbell to honor his parents and to offer financial assistance to students with children who are seeking an education.

HOWARD AND JULIA CANNON ENDOWED SCHOLARSHIP FUND: Established by Howard and Julia Cannon of Winston-Salem, N.C., for students from North and South Carolina and Virginia.

RODNEY AND JOAN CARLTON ENDOWED SCHOLARSHIP FUND: Established to financially assist deserving freshmen, sophomores or juniors who are pre-medicine majors who plan to attend UAMS and plan to practice in a rural town in Arkansas.

W.J. CARR SCHOLARSHIP FUND: Founded by W.J. Carr of Junction City, Ark.

CARR SCHOLARSHIP FOR NURSING: Established by Taylor B. Carr of Southern Pines, N.C., and Dr. James F. Carr, Jr., of Searcy in memory of their parents, James F. and Eula Barrett Carr. For student nurses who plan to enter medical missions or work in underserved areas.

CAROL CARTER MEMORIAL SCHOLARSHIP FUND: Established by the parents of Carol Carter in her memory for financial assistance to students from the St. Louis area, including suburban areas in Missouri and Illinois.

THE CARTER FAMILY ENDOWED SCHOLARSHIP FUND: Established by the Paul Carter family of Bentonville for students in the College of Bible and Religion and the College of Business Administration.

CARTER SCHOLARSHIP FUND: Established by Mr. and Mrs. Paul R. Carter to encourage students, who might not be able to attend otherwise, to enroll at Harding. Preference is given to students from northwest Arkansas.

GUY AND WILLIE CASTLEBERRY ENDOWMENT FOR TRAINING OF PREACHERS AT HARDING: Established for students in the Harding School of Biblical Studies who in good faith plan to preach. Application for scholarship aid from this fund are through the director of HSBS.

CLASS OF 1972 LEGACY SCHOLARSHIP FUND: Established by Debbie Ganus Duke, as a representative for the Class of 1972, to benefit freshmen students who are descendants of former Harding students.

GORDON AND MYRTLE CLIFTON ENDOWED SCHOLARSHIP FOR PREACHING: Established for students in the Harding School of Biblical Studies who in good faith plan to preach. Application for scholarship aid from this fund are through the director of HSBS.

D.A. AND GERRY COCHRAN ENDOWED SCHOLARSHIP FUND: Established to honor Mr. and Mrs. Cochran by their children.

MARY BLANCHE COCKE SCHOLARSHIP FUND: Established to benefit Bible majors of sophomore or higher classification who have a GPA of 3.5 or higher.

C.M. COHEA, ROBERTA COHEA AND EFFIE C. EMERSON ENDOWED SCHOLARSHIP FUND: Established by Roberta Cohea in memory of her father, C.M., and sister, Effie, because of the loving care they provided her. First preference is for students from West View Boys' Home in Hollis, Okla., Hope Harbor Inc. in Claremore, Okla., and The Tipton Homes in Tipton, Okla. Second preference is for any orphans.

JACK C. AND LOIS H. COLE SCHOLARSHIP FUND: Established for gifted students – regardless of financial need and without regard to race – who are hard-working achievers. Applicants must be students from Riverside and San Bernardino counties – the Inland Empire area – of Southern California.

DR. RUTH E. COLE NURSING SCHOLARSHIP FUND: Established to honor Dr. Ruth Cole for her values and commitment. This scholarship is for nursing majors with financial need and demonstrated capability.

JAMES T. CONE MEMORIAL SCHOLARSHIP FUND: Established by family and friends of James T. Cone, who was vice chairman of the board of trustees at the time of his death in 1968.

COONS-FARRAR SCHOLARSHIP FUND: Established in memory of Catherine Farrar Williams for junior and senior students in designated areas of the health-care field.

ELIZABETH J. COUCHMAN MEMORIAL FUND: Established by Elizabeth J. Couchman of Winchester, Ky.

ADLAI STEVENSON AND MARGARET PRICE CROOM SCHOLARSHIP: Established by their children for an upper-class male Bible major from Arkansas.

C. FLOYD DANIEL ENDOWED SCHOLARSHIP FUND: Established by Mr. and Mrs. David Lunceford to honor Mr. Daniel for his work for the University. Awards will be made to students with financial need that do not qualify for government grants.

JIM DANIEL TITANS ENDOWED SCHOLARSHIP FUND: Established in honor of Jim Daniel, longtime sponsor for the Titan social club with preference to applicants who are members in good standing.

BRUCE ALAN DAVIS MEMORIAL SCHOLARSHIP: Established by the parents of Bruce Alan Davis for members of the church of Christ who plan to do full-time church work after graduation or who are children of missionaries.

SETH DECKER MEMORIAL SCHOLARSHIP FUND: Established by the class of '97 members from the Marriage and Family Therapy Program in memory of Seth Decker. Awarded to students seeking the master of science degree in marriage and family therapy.

VICKI DELL MEMORIAL MUSIC SCHOLARSHIP FUND: Established by Dr. Erle T. and Mona Moore for students in voice or piano. Apply to the chair of the department.

CHRISTINE DeLOACH MEMORIAL ENDOWED SCHOLARSHIP FUND: Established in memory of Christine DeLoach by her husband and daughters for financial assistance to nursing majors, who must be a member of the church of Christ, be affiliated in leadership capacity with a student/nurses association, and have a grade point average of 3.25 or greater.

LANDON THOMAS DENNEY ENDOWED SCHOLARSHIP FUND: Established by Richard and Cynthia G. Denney in memory of their son, Landon Thomas Denney, to provide financial assistance to deserving students.

RAY DICKSON SCHOLARSHIP FUND: Established in honor of Ray Dickson. Preference for scholarships will be to students in computer science major and preferably students from Arkansas or White County.

PHIL DIXON/RANDALL CASTLEMAN ENDOWED SCHOLARSHIP FUND: Established in honor of Phil Dixon and Randall Castleman and to provide scholarships for any full-time student in good standing in financial need.

CARLYLE DOCKERY MEMORIAL SCHOLARSHIP: Established by Nell and Randall Owen in memory of C.C. Dockery of Pine Bluff. Preference is given to students from Pine Bluff and southeast Arkansas and descendants of Carlyle Dockery.

J.L. DYKES SCHOLARSHIP FUND: Established in memory of J.L. Dykes by family for students who demonstrate financial need and obtain a satisfactory grade point.

JOHN THOMAS ENGLAND AND HENRY HALL MEMORIAL SCHOLARSHIP FUND: Established in memory of these two men by their children, Wayne B. and Juanita England Hall, for Christian men attending Harding. Preference is given to those who are preparing to preach the Gospel.

LOIS DURBIN ENOCHS ENDOWED FUND: Established by Jacquelin Emogene Enochs in memory of her mother, Lois Durbin Enochs, for financial assistance for students majoring in music, especially with an emphasis in piano, who maintain a minimum grade point average of 3.0.

ERNST & YOUNG ACCOUNTING SCHOLARSHIP: Established by Harding alumni employed by Ernst & Young LLP for accounting majors.

ESHEL ENDOWED SCHOLARSHIP FUND: Established for students from Georgia.

W.P. EUBANKS MEMORIAL SCHOLARSHIP-LOAN FUND: Established by E.R. Shannon of Clinton in memory of Mr. and Mrs. P. Eubanks. From this fund, both loans and scholarships are awarded.

JUANITA P. EVANS ENDOWED SCHOLARSHIP FUND: Mr. and Mrs. Larry Evans established this fund in memory of his mother. Preference will be given to full-time students from New Jersey. If there are no applicants from New Jersey, applicants from the Northeast region of the United States shall be considered.

FANNING ORPHAN FUND: For female students. One or both parents must be deceased. Scholarships range from \$800 per year and are awarded upon receipt of a formal application.

FIKE-CROPPER SCHOLARSHIP FUND: Established at the Graduate School of Bible and Religion by Don and Bonnie Fike of Jackson, Miss., to assist committed Christians who plan to preach the gospel at home or abroad.

TED M. FOWLER SR. ENDOWED SCHOLARSHIP FUND: Established to honor this donor's father for his many years of service as a gospel preacher. This fund provides scholarships to men and women who are seeking a degree from Harding School of Biblical Studies.

JEFF GAMMELL ENDOWED MEMORIAL SCHOLARSHIP: Established by his father, Lamar Gammell, and friends and family in Crossett, Ark., to provide financial assistance to deserving students attending Harding for the first time. Preference is given to students who are members of the Pine Street Church of Christ in Crossett, Ark., Hazel Street Church of Christ in Pine Bluff, Ark., and Village Church of Christ in Hot Springs, Ark.

JAMES AND ARVIS GANUS MEMORIAL SCHOLARSHIP FUND: Established by the TWL Foundation of Metairie, La., to benefit students from the New Orleans or southern Louisiana area.

C.L. AND LOUISE GANUS ENDOWED SCHOLARSHIP FUND: Established by friends in May 1987 upon his retirement in order to provide scholarships to deserving students.

L. "BUTCH" GARDNER SCHOLARSHIP FUND: Established by Rex Fowler for minority students as defined by federal guidelines and students who demonstrate financial need based on Federal Pell Grant guidelines.

JACK AND ROSEMARY GARNER ENDOWED SCHOLARSHIP FUND: Established by Jack and Rosemary Garner for students that are Bible majors planning to preach.

THEODORE AND NELLIE GARNER SCHOLARSHIP FUND: Established to honor Theodore and Nellie Garner by their family. Special preference for these funds will be given to: 1) sophomore students majoring in Bible, or a second semester student in Harding School of Biblical Studies, or a nursing major; 2) current resident of the state of Arkansas, preferably from the Arkansas hill country; 3) students who are economically or financially challenged; 4) students who practice Christian morals and ethics; and 5) students who have legible penmanship.

GROVER S. AND CAROL L. GARRETT ENDOWED SCHOLARSHIP FUND: Established by the Garrett family to assist financially needy, full-time students.

MILBURN GENTRY ENDOWED SCHOLARSHIP FUND: Established by Board of Trustees to honor father of Leah Burks.

GEORGIA YOUTH FOUNDATION SCHOLARSHIP FUND: As funds are available, scholarships are provided by the Georgia Youth Foundation for students from Georgia. Awards are based on financial need.

JEFFREY W. GLOVER MEMORIAL SCHOLARSHIP FUND: Established for undergraduate sophomores or above who have a documented disability. The student must be a member of Student Support Services.

LOUISE AND ELIZABETH GREEN ENDOWED SCHOLARSHIP FUND: Applicants majoring in vocational ministry will be given preference.

DR. L.K. HARDING MEMORIAL SCHOLARSHIP FUND: Created by Mrs. L.K. Harding in memory of her husband, the eldest son of James A. Harding, for whom the University is named.

KATHRYN GWEN HARKER SCHOLARSHIP FUND: Established by Jack L. Harker in memory of his daughter, Kathryn, for full-time students in the College of Nursing.

MARY ANN WHITAKER HARRIS MEMORIAL SCHOLARSHIP FUND: Established by Jack Harris as a memorial to his wife, Dr. Mary Ann Harris, who taught in the College of Education. For students in the College of Education, with preference given to elementary education majors.

RANDY AND KATHY HARRIS SCHOLARSHIP FUND: Established for full-time students who demon-

strate leadership, diligence, capability and financial need.

MODENE H. HAYNIE, R.N. ENDOWED SCHOLARSHIP FUND: Fund in memory of Mrs. Haynie established by her family for Christians of excellent reputation in Arkansas preparing for a career in nursing.

LAWRENCE G. HAYS SCHOLARSHIP FUND: Established to assist young men majoring in Bible and Missions.

HERBERT AND JEWELL HEFFINGTON MEMORIAL SCHOLARSHIP FUND: Established to assist deserving students in the following order: 1) Students who are members of the Holden Avenue Church of Christ in Newport; 2) Students from the Newport area; 3) Students from northeast Arkansas; 4) Students from Arkansas; and 5) Any student who has financial need.

JENNIFER HELMS ENDOWED SCHOLARSHIP FOR NURSING: Established to financially assist students majoring in nursing.

MARION ELLSWORTH AND ELIZABETH WARNER HENDRICKSON SCHOLARSHIP FUND: Established in their memory by their daughter, Ruth Utterback of Ashland, Wis., to assist nursing students.

NORMA KEELER HENRY ENDOWED SCHOLARSHIP FUND: Established for students that at some time prior to enrollment were under the guardianship, care or custody of a children's home or orphanage supported, managed, owned, controlled or under the supervision - direct or indirect - of one or more congregations of the churches of Christ. The student must be enrolled in mathematics, physics, chemistry, or family and consumer sciences.

ALPHAS E. AND DOROTHY H. HERRINGTON: Established by the son of Alphas E. and Dorothy H. Herrington in honor of their 50th wedding anniversary. Recipients should be from Arkansas, Louisiana or Texas with a G.P.A. of 2.5 or above.

CHARLIE HESTER MEMORIAL SCHOLARSHIP FUND: Established by the UpLift Board in memory of Charlie Hester. Special preference is given to those applicants who are majoring in youth and family ministry.

JOSHUA MARK HICKS HONORARY ENDOWED SCHOLARSHIP FUND: Established by the family of Joshua Mark Hicks to provide financial aid for those students attending Harding Graduate School of Religion.

H.B. AND T.V. HINDS ENDOWED SCHOLARSHIP: Established in memory of H.B. and T.V. Hinds. Students from Ash Flat, Ark., will have preference.

JOHN H. AND ADA P. HINES ENDOWED SCHOLARSHIP FUND: Established in their memory by their daughter, Margaret L. Hines and their son, Paul Harding Hines. Income is used to provide financial assistance to worthy young men preparing to preach Christ.

DR. WILLIAM W. HOLLAWAY SCHOLARSHIP FUND: Established by alumni of TNT men's social club for a full-time student who is a member in good standing of TNT.

WILLIE M. AND WATTIE D. HOOKER MEMORIAL SCHOLARSHIP FUND: Established to honor Willie and Wattie Hooker for students who are members of or are affiliated with the College Avenue Church of Christ in El Dorado, Ark. Preference will be given to students who are seeking an undergraduate degree in ministry or other Bible or religion disciplines.

JOHN AND CHRYS HOWARD INTERNATIONAL STUDIES SCHOLARSHIP: Established for students who are enrolled full time and with financial need and plan to participate in International Programs.

T.A. ISAACS MEMORIAL ENDOWMENT FUND: Established in memory of T.A. Isaacs by family for School of Biblical Studies students specifically for mission campaigns.

VIRGIL AND ERNESTINE JACKSON SCHOLARSHIP FUND: Established by Tom Baird, Lovera Baird, Kenneth Burress and Virginia Burress in honor of Albanian missionary Virgil Jackson Jr. Preference is given to students from Albania.

MICHAEL JOHN AND CHARLES JOHN, JR., SCHOLARSHIP FUND: Established by the Seoul Area Command Church of Christ of Seoul, Korea, to provide aid to dependents of career military people and to veterans of the armed forces who are majoring in Bible or nursing or are enrolled in the School of Biblical Studies.

ELERSON B. AND THELMA C. JONES ENDOWED SCHOLARSHIP FUND: Established to financially assist deserving students. Preference will be given to students whose parents have been serving as a preacher in a foreign country for a period of not less than two years.

HASKELL JONES MEMORIAL BROADCASTING SCHOLARSHIP FUND: Created by Mrs. Haskell Jones in memory of her husband. This fund provides financial assistance to junior students with declared radio/television major who have at least a 3.0 GPA within their major and a 2.5 GPA overall.

HENRY AND SARAH JONES ENDOWED SCHOLARSHIP FUND: Established to honor Henry and Sarah Jones by family. Students will meet qualifications by character, diligence and a satisfactory grade-point average; however, preference will be given to descendants of Henry and Sarah Jones or their respective siblings.

J.D. JONES MEMORIAL SCHOLARSHIP FUND: Established by Lee Ann Kemp to benefit a full-time student who is a walk-on player for the football team.

REBECCA MURRIE JONES MEMORIAL SCHOLARSHIP FUND: Established to honor the memory of Rebecca. This scholarship is for women from middle income families who major or minor in journalism, nursing or family and consumer sciences and missions and maintain a GPA of at least 2.5.

HOUSTON T. KARNES ENDOWMENT SCHOLARSHIP FUND: Established by Mrs. Karnes and friends of Dr. Karnes to honor his memory by providing assistance to

those selected by the dean of the Graduate School of Religion and the Scholarship Committee of the Graduate School.
DENZIL KECKLEY MEMORIAL SCHOLARSHIP FUND: Established by Mabel Dykes Keckley of Atlanta in memory of her husband.

JIMMY AND LISA KEE TRUSTEE SCHOLARSHIP AWARD: Established by the estate of Jimmy and Lisa Kee to provide a Trustee Scholarship.

KELLER TRUST ENDOWED SCHOLARSHIP: Established for financial assistance and to benefit full-time students with financial need.

DR. RAY KINSLOW ENDOWED SCHOLARSHIP AWARD FUND: Established by Dr. Ray Kinslow to provide financial awards to students who excel in science.

BILL LAMBERT ENDOWED SCHOLARSHIP FUND: Established by the Rankin family in honor of Bill Lambert. First preference for male students enrolled in the School of Biblical Studies, and second preference for male Bible majors in an undergraduate or graduate program.

WILLIAM, LIZADA, ETHEL, AND PEARL LATHAM MEMORIAL SCHOLARSHIP FUND: Established by Ethel and Pearl Latham to honor their parents and to provide assistance to full-time students who are preparing to preach or teach the gospel on a full-time basis after graduation.

MRS. PAULINE LAW SCHOLARSHIP FUND: Established by the will of Mrs. Pauline Law of Granite, Okla. Income is used for ministerial students selected by the university.

MAURICE AND LOIS LAWSON SCHOLARSHIP FUND: Established by Maurice and Lois Lawson to benefit students majoring in a degree program offered by the Department of Mathematics or the Department of Physical Science.

JOE LEWIS LESLIE AND JOSIE LEE RHODES LESLIE ENDOWED NURSING SCHOLARSHIP FUND: Established by Nancy O'Brien and Albert Leslie to honor their parents for their love for the Lord and His church and for Christian education. Scholarship recipients shall be enrolled as full-time junior or senior nursing majors, have a GPA of 3.0 or better, have a good reputation of Christian character among faculty and students, and demonstrate financial need.

DAVIS LOVING MEMORIAL SCHOLARSHIP FUND: Established by Harry and Marilyn Loving to benefit needy students who are employed on a full- or part-time basis.

ROGER AND MARY LUALLEN MARRIAGE AND FAMILY THERAPY SCHOLARSHIP FUND: Established by Roger and Mary Luallen to benefit students who have completed at least one semester in the Marriage and Family Therapy program and who are members in good standing of the church of Christ.

LUKE 6:38 BIBLE SCHOLARSHIP: Established for students majoring in Bible and religion, missions, youth ministry, Christian education, preaching, or biblical languages who

plan to preach full time in the ministry for churches of Christ.
CLEON AND MAXIE LYLES ENDOWED MEMORIAL SCHOLARSHIP FUND: Established by friends of the couple to honor them for their years of Christian service. The fund provides a Trustee Scholarship for a student in Bible.

EARL AND ORIA B. McCLAIN ENDOWED SCHOLARSHIP FUND: Established by Olga Sain for students enrolled full time at the Graduate School of Religion in Memphis, Tenn. Recipients must maintain a satisfactory grade point average and have a good reputation among faculty and students.

T.C. AND KATE McCOLLUM MORRIS MEMORIAL LOAN FUND: Established by friends and relatives to assist worthy students.

McCORKLE ENDOWMENT FUND: Established by J. Warren and Madalon Herren McCorkle of Dallas. Income is used to train preachers and foreign missionaries.

MABEL DEAN McDONIEL ENDOWED SCHOLARSHIP FUND: Established by the family of Mabel Dean McDoniel as a memorial. Preference is given to students from under-developed African countries.

JIM BILL AND BETTY McINTEER SCHOLARSHIP FUND: Established by friends of Jim Bill and Betty McInteer to provide scholarships to deserving students with preference to students from the Nashville, Tenn., area.

JOHN AND SCOTT McLEMORE SCHOLARSHIP FUND: Established originally by John and Barbara McLemore in memory of their son Scott, and later amended in memory of John, to provide financial assistance to a worthy student from the Ouachita Mountain region of Arkansas. Garland and surrounding counties receive first preference. Recipient should be a member of the church of Christ and preferably a junior or senior.

C.C. McQUIDDY MEMORIAL SCHOLARSHIP FUND: Established by the family of the late C.C. McQuiddy to assist a worthy student.

CATHY McRAE MEADOWS ENDOWED SCHOLARSHIP FUND: Established by her husband, Michael Ross Meadows, on the occasion of their 20th wedding anniversary to assist young men and women.

DANA WILBURN MARTIN ENDOWED SCHOLARSHIP FUND: Established by the parents of Dana Wilburn Martin in her honor for financial assistance to female applicants majoring in computer science.

MAXIE O'DANIEL MASSIE SCHOLARSHIP FUND: Established by Hulette J. Massie at Harding Graduate School of Religion for students from Mississippi or who plan to work in Mississippi.

MAYS MISSION FOR THE HANDICAPPED: A religious, charitable, non-denominational, non-profit organization dedicated to assisting the physically and spiritually disabled. Students must document a substantial physical disability, financial need, a cumulative score of 18 on the ACT or

an equivalent test; be enrolled full-time in a four-year program; and maintain a GPA of 2.3. Consideration will be given to part-time students providing documentation from a physician stating that full-time status would or could be detrimental to their health.

MARKS MISSISSIPPI CHURCH OF CHRIST ENDOWED SCHOLARSHIP FOR PHYSICS: First consideration goes to junior or senior physics major with a G.P.A. of 3.0 or higher who has demonstrated involvement in a local congregation of the churches of Christ or who has been involved with mission activities. Second consideration given to sophomore physics major with a G.P.A. of 3.0 or higher. Third consideration given to junior or senior majoring in Bible with a G.P.A. of 3.0 or higher.

NANCY MEADOWS ENDOWED SCHOLARSHIP FUND: Established by Russell W. Meadows in honor of his wife, Nancy, to provide scholarships to students seeking the master of science in marriage and family therapy degree.

NONA MEADOWS SCHOLARSHIP: Established in honor of Nona Meadows by her three sons, Mike, Rusty, and Scott, for a full-time student with financial need, with preference to be given to students from El Dorado, Ark.

LOUIS WILSON MENK ENDOWED SCHOLARSHIP FUND: Established by Jack Stephens in memory of Mr. Menk who served on the Stephens Inc. Board, with preference to students from Arkansas.

MILLS FAMILY ENDOWED SCHOLARSHIP FUND: Established by Robert L. Mills Sr. and Shelby B. Mills for students based on need. Will go to students with leadership capability.

GENEVA MILLS SCHOLARSHIP ENDOWMENT: Created by Geneva Mills upon her death for scholarship funding for Bible major students and preference to the Harding School of Biblical Studies. Students will be from the area of Newport, Ark., and chosen by the Holden Avenue Church of Christ elders at Newport.

MISSIONARY CHILDREN'S SCHOLARSHIP: Established by Mr. and Mrs. J.C. Shewmaker for students with financial need with preference to students whose parents have served 15 years or more in the mission field.

MITCHELL/ROTRAMEL ENDOWED SCHOLARSHIP FUND: Established in 1991 by Dr. and Mrs. Carl Mitchell to honor his parents. Preference to Bible major students.

HOMER AND JOYCE MONTGOMERY SCHOLARSHIP FUND: Established by Homer and Joyce Montgomery to benefit four students — a junior and senior studying health care and a junior and senior studying business.

VALDA MONTGOMERY ENDOWED SCHOLARSHIP FUND: Established by Valda Montgomery for students majoring in elementary or secondary teacher education who have a significant financial need.

ERLE T. AND MONA MOORE VOICE SCHOLAR-

SHIP FUND: Established by the long-time chairman of the department of music and his wife, who taught with him, to provide scholarships and underwrite activities for outstanding singers in the department of music.

MOORE, CARL, PADGIE AND CARLENE ENDOWED SCHOLARSHIP FUND: Established to provide financial assistance to deserving students. Preference will be given to applicants who are members of Northside Church of Christ and residents of Harrison, Ark.

GERALD G. AND EMMA LOU MORGAN SCHOLARSHIP FUND: Established by the Morgans' children to honor their commitment to Christian education and Harding University's mission in the furtherance and growth of God's kingdom. This scholarship is for returning students with a financial need. Recipient must maintain a satisfactory grade point average and a good reputation among faculty and students.

T C AND KATE MCCOLLUM MORRIS AND WM AND ANN MORRIS QUENELLE MEMORIAL SCHOLARSHIP FUND: Established by Ann Morris Quenelle to honor her parents and provide scholarships for deserving students.

THE MOSBY-THOMASON SCHOLARSHIP: Established by Eddie and Pam Mosby to honor their parents, Mr. and Mrs. Edward Mosby and Mr. and Mrs. Kenneth Thomason. The Mosby scholarship is for students in the Harding School of Biblical Studies. The Thomason scholarship is for students at the Harding Graduate School of Religion who are preparing for service to the church through preaching or mission ministries.

RAYMOND L. MUNCY ENDOWED SCHOLARSHIP FUND: Established by his family in honor of his service to Harding, including 29 years as chairman of the department of history, to assist students majoring in history.

EDDIE AND CHRISTINE MYERS AND FLOYD AND CHLOE HENSON ENDOWED SCHOLARSHIP FUND: Established by Edward P. Myers and Janice Henson Myers in memory of their parents for financial assistance to Harding School of Biblical Studies students planning to preach. Second priority will be for HSBS students focused on other areas of ministry. The student will commit, by signing a statement to that effect, to work with a congregation among churches of Christ in the United States or abroad for at least five years.

JAMES L. AND ANNA M. NEAL ENDOWED SCHOLARSHIP FUND: Established by their daughter Janis Neal Roberson to honor them for their dedication to Christian education and assist students training to preach the Gospel.

WILLIAM P. AND FRANCES B. NEAL ACCOUNTING SCHOLARSHIP FUND: Established by Mr. and Mrs. Neal of Cleveland, Miss., for qualified junior or senior accounting majors.

RUSSELL AND MYRTLE NELSON ENDOWED SCHOLARSHIP FUND: Established in memory of Russell and Myrtle Nelson by their children. Full-time students who

demonstrate leadership, diligence, capability and financial need may apply. Descendants of the Nelson and Hallum families will be given equal preference.

DR. JIM NICHOLS SCHOLARSHIP FUND: Established by Ken and Amy Stamatis in honor of Dr. Jim Nichols. Special preference will be given to full-time students in the M.Ed. Reading program.

OTIS NICHOLS ENDOWED SCHOLARSHIP FUND: Established by Juanita Nichols in memory of her husband for premedical students.

NORTH TEXAS SCHOLARSHIP FUND: Established by Robert O. and Jeanne Sue Isham to benefit full-time students from the northern part of Texas.

NORTHEAST EVANGELIST ENDOWED SCHOLARSHIP FUND: Created for students from the New Jersey area entering Harding School of Biblical Studies.

OAK VIEW CHURCH OF CHRIST ENDOWED SCHOLARSHIP: Established from funds when Oak View Church in Oak View, Calif., was closed. This scholarship is for worthy and deserving students enrolled full time training to become preachers of the gospel.

ANNABELLE OAKLEY SCHOLARSHIP FUND: Established by Allan and Cindy Stanford to benefit students who have overcome significant adversity to attain matriculation to Harding and who have demonstrated high levels of faith and perseverance.

OCKER-MOORE ENDOWED SCHOLARSHIP FUND: Bequeathed to Harding University from estate of James Hayden Moore. This fund is for students with financial need, maintaining a satisfactory grade point average, and demonstrating capability and potential for future service to the Lord's kingdom. Special consideration will be given to the family of James Hayden Moore and the donor; then special consideration will be given to those high school graduates of Crawford and Franklin Counties in Arkansas. No part of the fund may be used for athletic scholarships.

WILLIAM H. AND AURITUS H. OLIVER PROFESSIONAL SALES SCHOLARSHIP: Established by their children to assist students majoring in professional sales.

ORPHAN SCHOLARSHIP: Students who are officially residents of a children's home receive a tuition scholarship upon approval by the President.

OWENS SCHOLARSHIP FUND: Established for full-time undergraduate students who are education majors and residents of Mississippi.

J.L. AND JUDY PATE ENDOWED SCHOLARSHIP FUND: Established for students majoring in mathematics or science.

JOSEPHINE PAUL ENDOWED SCHOLARSHIP FUND: Established in memory of Josephine Paul and to provide financial assistance to young men and women attending Harding from the state of Georgia.

CHARLES AND PEG PEARCE ENDOWED SCHOLARSHIP FUND: Established by Mr. and Mrs. J. Brent Byrd

to honor the Pearces for their generosity. To benefit students who excel in leadership and diligence and demonstrate capability and financial need.

NEAL PEEBLES SCHOLARSHIP FUND: Established by the will of Neal Peebles of Searcy. Income is used for deserving students selected by the University.

MILTON H. AND SAM W. PEEBLES MEMORIAL SCHOLARSHIP FUND: Established by friends of Lt. Sam W. Peebles, Jr., a graduate of 1938, who was killed in service in 1944. Subsequently amended to honor Milton H. Peebles, an alumnus and long-time board member who died in 1981.

E.L. "BUCK" PERRY AND MARJORIE S. "BUD" PERRY SCHOLARSHIP FUND: Established by Mr. Perry in honor of his wife, Marjorie S. "Bud" Perry, to provide funds for needy students.

CAMILLE PETREE NURSING SCHOLARSHIP FUND: Established by Camille Petree for students in the College of Nursing.

L.V. AND MAXINE PFEIFER SCHOLARSHIP FUND: Established by the Pfeifers to benefit a full-time student who is a member of the church of Christ and demonstrates need of assistance.

SILAS AND JEWELL PHILLIPS ENDOWED SCHOLARSHIP FUND FOR PREACHING: Established by Jewell Phillips of Pea Ridge, Ark., for students enrolled in the School of Biblical Studies who plan to preach.

CHARLES AND GERALDINE POOLE ENDOWED SCHOLARSHIP FUND: Established by their children to honor Mr. and Mrs. Poole for their lifelong service through word and song for English or music majors.

VERNON C. AND NORA T. PORTER ENDOWED SCHOLARSHIP FUND: Established by Vernon C. and Nora T. Porter. Preference given to students from the Magnolia, Ark., area; secondary preference given to applicants from Southern Arkansas.

PRE-ENGINEERING/ENGINEERING ENDOWED SCHOLARSHIP FUND: Established by Wilson and Marjorie Shope for students enrolled in pre-engineering or engineering when such a major is offered to benefit full-time students who maintain a satisfactory grade point average and have a good reputation among faculty and students.

PREMEDICAL ENDOWED SCHOLARSHIP FUND: A \$500 scholarship for full-time premedicine students with a 3.25 GPA.

DUANE E. PRIEST MEMORIAL FUND: Established by friends in memory of Duane E. Priest for premedical students.

PRISCILLA FOUNDATION SCHOLARSHIP FUND: The primary purpose of this fund is to get the Good News of Jesus to people in foreign countries (Matthew 28:19). An additional purpose of this fund is to help female Christians who desire to do and be involved in the Lord's work. Hence, applicants who are foreign-born female students shall be given preference.

PROFESSIONAL MEDICAL SERVICES (PRO-MED) SCHOLARSHIP: Established by the company to assist students from White and Cleburne Counties in Arkansas.

PROMISE ENDOWED SCHOLARSHIP FUND: To benefit students who have participated in the Harding Advance Program and are entering their junior or senior year. Consideration will be based on demonstration of effort, attendance, academic progress and spiritual, emotional and social development.

PROVIDENT ENDOWMENT FUND: Established for full-time students who demonstrate leadership, diligence, capability and financial need.

DR. JOE & BESSIE MAE PRYOR ENDOWED SCHOLARSHIP FUND: Created in honor of Dr. Joe and Bessie Mae Pryor upon their retirement. This fund will be used for Presidential Scholarships for incoming students to the University.

JAMES WILKES PUGH SCHOLARSHIP FUND: Established by the will of James Wilkes Pugh of Amarillo, Texas, for students majoring in the natural sciences and maintaining a "B" average. Priority to students who reside in the Ozark Mountains of northern Arkansas and northeastern Oklahoma.

RADCLIFFE-SIDES ENDOWED SCHOLARSHIP FUND: Established by Tommie and Melinda Sides to honor their parents. Scholarship recipients shall be enrolled as full-time students and shall consider scholarship, leadership, diligence, demonstrated capability and financial need. Recipients shall maintain a satisfactory grade point average.

NITA McGLOTHLIN RAMPEY ENDOWED SCHOLARSHIP FUND: Established in her memory by her husband to assist outstanding young men and women.

A. K. RAMSEY MEMORIAL SCHOLARSHIP FUND: Established in memory and honor of A. K. Ramsey for his 35 years of service as a preacher for the churches of Christ in Louisiana to provide scholarships for Bible majors. Preference is given to students from Louisiana.

RANDALL FOOD MARKET SCHOLARSHIP: Established for the American Studies Program.

WILDA RATLIFF SCHOLARSHIP FUND: Established by the estate of Wilda Ratliff to benefit students in the School of Biblical Studies who plan to preach.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND: An endowment fund whose income provides scholarship aid to deserving students.

CHESTER E. REAL ENDOWED SCHOLARSHIP FUND: Bequeathed to Harding University from estate of Chester E. Real. Special preference is for students who are studying to be a preacher and are in the College of Bible and Religion, School of Biblical Studies, or the Graduate School of Religion. No part of the fund may be used for athletic scholarships.

JAMES WALTER AND VIRGINIA LOUISE REAVES SCHOLARSHIP FUND: Established by the Reaves to

benefit students who are preparing to preach full time.

JULIA ANN REED ENDOWED SCHOLARSHIP FUND: Established by Dwaine and Shirley Reed in memory of their daughter. Recipients must have a grade point average of 3.0 and not exceeding 3.25.

REELY/COCHRAN MANAGEMENT AWARD: Established in honor of Bob Reely and B.P. Cochran. Scholarship awards are given annually to students majoring in business management who are outstanding in their studies; preference given to junior and senior students.

IVAN REGIDA ENDOWED MEMORIAL SCHOLARSHIP FUND: Established in memory of Ivan Regida to provide financial assistance to seniors who are majoring in international business, are Russian nationals or descendants of Ivan Regida.

REGIONS BUSINESS LEADERSHIP SCHOLARSHIP FUND: Preference is for students in the College of Business Administration and from Searcy area. Regions Bank supplies funds annually.

KIM RICHARDS SCHOLARSHIP FUND: Established by Mr. and Mrs. M.T. Richards in memory of their daughter for worthy students from southern Illinois or southern Florida.

DR. MORGAN A. RICHARDSON MEMORIAL ENDOWED SCHOLARSHIP FUND: Established by the family in memory of Morgan Richardson. Preference to applicants who are students seeking a vocal major degree in the Department of Music.

JOHN F. AND SHIRLEY RICHEY MEMORIAL ENDOWED BUSINESS SCHOLARSHIP FUND: Established by Billie Richey Wonders in memory of her parents because of their love for the Lord, His church and Christian education. Qualified recipients would be full-time junior or senior business majors with GPA 3.0 or higher who demonstrate current or past work history that shows they are committed to providing part of their own financial support.

WILLA MAE RICHTER MEMORIAL SCHOLARSHIP FUND: Established by Mr. and Mrs. Thomas Barr in memory of Mrs. Barr's mother to provide financial assistance to worthy students.

GEORGE M. ROBERTS MEMORIAL SCHOLARSHIP FUND: Provides financial assistance to a deserving senior who has financial need.

HERBERT AND BETTYE ROBERTSON SCHOLARSHIP FUND: For a financially deserving White County resident who is achieving a satisfactory academic record.

HARVEY AND AMY ROBINS ENDOWED SCHOLARSHIP FUND: Established to financially assist full-time theatre majors.

SARAH ROBISON ENDOWED SCHOLARSHIP FUND: Created by her husband in honor and memory of Sarah Robison, who was a dorm mother when Sears Residence Hall, then the "New Girls' Dorm," was opened. Sarah, who

had a love for the young women, served as dorm mother for five years. Preference for this scholarship is given to young women who demonstrate financial need. Also, preference is given to young women in need who have been in a children's home supported by members of the Church of Christ or congregations of the Church of Christ, daughters of preachers of the Gospel, and daughters of missionaries.

LAWRENCE AND VERNICE RODERICK ORPHAN ENDOWED SCHOLARSHIP FUND: Established to assist deserving students with special consideration given to orphans. Awards are based on need, scholastic ability, diligence, and industriousness.

ROLLER FUNERAL HOMES ENDOWED SCHOLARSHIP FUND: Established by the Roller family of Little Rock, primarily for students from Arkansas.

CHARLES ELLIS ROOKS MEMORIAL ENDOWMENT FUND: Established in memory of Charles Ellis Rooks by his mother and the University's Board of Trustees and administration. This fund is for faculty salaries, development and enrichment and for scholarships to students, based on need.

SUE ROPER ENDOWED SCHOLARSHIP FUND: Established by Sidney Roper in loving memory of his wife, Sue Roper, to provide financial assistance to deserving students.

KENNETH ROSE SCHOLARSHIP FUND: Established by the family and friends of Kenneth Rose to honor his memory for students exemplifying his qualities. Students must be entering their senior year, having completed at least three semesters at Harding.

W. B. RUSSELL MEMORIAL ENDOWMENT FUND: Established in memory of W. B. Russell for the premedical program to assist in preparation and training of young people to enter the health field.

L.O. SANDERSON MUSIC SCHOLARSHIP: Established to honor L.O. Sanderson and to assist upper-class music majors who have a 3.0 GPA, have financial need, and are actively involved in vocal church music.

JEANETTE POMIER SCHUMACHER AND SUZANNE POMIER STARK MEMORIAL SCHOLARSHIP FUND: Established to provide scholarships to nursing majors with the greatest need.

STANLEY S. SCHWARTZ, M.D. ENDOWED SCHOLARSHIP: Created by Mrs. Stanley S. Schwartz in memory of her husband. Scholarship recipients will be students majoring in premedicine and have demonstrated financial need and shall maintain a satisfactory grade point average and a good reputation among faculty and students.

GLADYS SETLIFF CHANCELLOR'S ENDOWED SCHOLARSHIP: Established in memory of their mother by Mark and Susan Wallis and Levon and Gail Deputy. This fund is for students who pursue a degree in education, business administration or engineering.

ANN RICHMOND SEWELL AND EDWARD G. SEWELL ENDOWED SCHOLARSHIP FUND: Estab-

lished by Mrs. Edith H. Richmond, mother of Ann Sewell, to honor the Sewells for their many years of service on the faculty at Harding. Awards are made on the basis of need, scholarship and capability.

ROBERT ELMER AND IONA LENORE SHACKELFORD BIBLE SCHOLARSHIP FUND: Established by their son, Dr. Don Shackelford, to honor their memory and assist students majoring in Bible, Biblical languages, or missions.

ARTHUR L. SHEARIN ENDOWED SCHOLARSHIP FUND: Established for senior students majoring in music education who exemplify a commitment to scholarship, proven performance, prospects for successful teaching and financial need.

HERBERT R. AND KATHERINE A. SHERROW JR. ENDOWED SCHOLARSHIP FUND: Established by Herbert R. and Katherine A. Sherrow for the critical need of the continuation and growth of the Church and to develop effective, Bible-based pulpit ministers. The Sherrows established this fund to encourage and assist students in this goal. Those students enrolled in the School of Biblical Studies preparing to be a full-time minister of the Gospel qualify for this scholarship, with first preference given to students preparing for a pulpit-preaching ministry.

DEWEY SHIRLEY SCHOLARSHIP FUND: Established by the family of Mr. Shirley to provide scholarship aid to junior or senior students majoring in Bible.

MR. AND MRS. FORREST SHMIDL SCHOLARSHIP FUND: Established for full-time students majoring in Bible, Biblical languages or religious education.

DR. CATHLEEN SHULTZ SCHOLARSHIP FUND: Established by her husband, Dr. Sam L. Shultz, for students majoring in nursing.

PEGGY HALTOM SHUMATE MEMORIAL SCHOLARSHIP FUND: Established in memory of Peggy Haltom Shumate by family and to honor her by assisting worthy students attend Harding. Applicants must maintain a satisfactory grade point average and have a good reputation among faculty and students alike; also, the desire and plan of the applicant must be to be active in Christian service upon graduation. Scholarship recipients are encouraged, but not required, to repay their scholarship grants as they are able. This will increase the funds available for future generation of students.

RUSSELL L. AND MYRTLE SIMMONS MEMORIAL SCHOLARSHIP FUND: Established by Mrs. Russell L. Simmons, friends, and associates to provide scholarship grants to junior or senior journalism majors.

FINANCIAL AID FOR SINGLE WOMEN FUND: Created for financial aid for single women in the College of Bible and Religion.

REBA F. SLOAN DIETETIC SCHOLARSHIP FUND: Established for students actively pursuing acceptance into a dietetic internship, being a junior or senior majoring in

dietetics, having completed at least one semester at Harding prior to applying, having a cumulative GPA of 3.5, and showing evidence of high moral and ethical standards.

JIMMY AND DONNA SMITH ENDOWED SCHOLARSHIP FUND: Established by Donna Smith and her son, Steve, both of Clinton, Ark., in honor of the late Jimmy Smith. Provides scholarships for students from Van Buren County, Ark.

FAYE SPICKARD AND ROBERT LEE PEARCE ENDOWED SCHOLARSHIP FUND: Established by the family of Faye Spickard and Robert Lee Pearce to honor them because they were strong supporters and proponents of young people getting their education at a Christian school. These funds are for the descendants of Faye Spickard and Robert Lee Pearce. However, if funds are still available after descendants have been funded, then funds can be used for other applicants.

STEPHEN W. SMOOT MEMORIAL SCHOLARSHIP FUND: Established by Mr. and Mrs. Ralph Smoot to honor the memory of Stephen W. Smoot and to assist primarily junior and senior nursing majors who are dedicated to mission work.

SOUTHERN CALIFORNIA ENDOWED SCHOLARSHIP FUND: Established by Michael and Rita Osbourne for full-time students from Southern California. Applicants must maintain a satisfactory grade point average and have a good reputation among faculty and students.

JAMES AND NELL STAMATIS SCHOLARSHIP FUND: Established by Ken and Amy Stamatis in honor of James and Nell Stamatis. Special preference will be given to full-time students in the M.Ed. Reading Program.

G. ERWIN AND MAUDE ANSEL STAUFFER SCHOLARSHIP FUND: Established by Maude Ansel Stauffer of Athens, Ohio, for students majoring in Bible, missions, or education, or one who is an orphan or from a family serving as missionaries in a foreign country.

A.J. AND ETHEL PUMPHREYS STEPHENS SCHOLARSHIP FUND: Provides scholarships of \$750 each to four Stephens Scholars annually.

ALVIN O. STEVENS MEMORIAL SCHOLARSHIP FUND: Established for full-time juniors or seniors majoring in Bible-related fields, with preference given to those intending to be full-time foreign missionaries or chaplains.

RALPH STIRMAN SCHOLARSHIP: Established by friends and relatives of Ralph Stirman, a member of the Class of '42.

WILLIAM E. SR. AND ALICE JO STOKES ENDOWED SCHOLARSHIP FUND: Established by family and friends of William E. Sr. and Alice Jo Stokes to provide financial assistance to deserving students. Preference will be given to students who are members of the Airline Drive Church of Christ, residents of the Bossier City or Shreveport, La., areas or descendants of William E. Sr. and Alice Jo Stokes.

LEROY STRAIN BIBLE MAJOR ENDOWED SCHOLARSHIP FUND: Established for students who are majoring in ministry or Bible and have a GPA of at least 2.0.

EVERT STROUD AND LOUISE STROUD TUCKER NURSING SCHOLARSHIP FUND: Established by Louise Stroud Tucker to provide scholarships for students in the College of Nursing who show financial need.

H.J. AND MARY FLORA SUDBURY MEMORIAL WORLD EVANGELISM SCHOLARSHIP: Established by H.J. Sudbury and his sons in memory of his wife for deserving students involved in world evangelism.

SUN VALLEY CHURCH OF CHRIST SCHOLARSHIP FUND: Established by the Sun Valley Church of Christ in Houston to benefit students enrolled in the School of Biblical Studies or the College of Bible and Religion.

JENNILLE CHALENBURG SUTTON MEMORIAL SCHOLARSHIP FUND: Established to assist students who plan to pursue careers in biomedical, nursing, and allied health fields.

JOSEPH H. AND JENNILLE CHALENBURG SUTTON MEMORIAL SCHOLARSHIP FUND: Established by his wife, Jennille Chalenburg Sutton, for students majoring in Bible and religion, Biblical languages, missions, religious education, youth ministry, and vocational ministry.

BURL AND DORA TATE ENDOWED SCHOLARSHIP FUND: Established by Burl and Dora Tate to provide scholarships to full-time students with financial need, with preference given to students from Arkansas. Awards are based on financial need, scholastic ability, diligence, industriousness, and potential for service to the church.

VAN AND JEAN TATE ENDOWED SCHOLARSHIP FUND: Established for third- and/or fourth-year missions majors or third- and/or fourth-year Bible majors or students in the School of Biblical Studies.

TBA SCHOLARSHIP: Established to financially assist full-time or part-time junior/senior students majoring in mass communication with a goal of pursuing a career in broadcast television.

A.J. THOMPSON MEMORIAL SCHOLARSHIP FUND: Established in memory of Dr. A. J. Thompson by his family and to financially assist incoming students majoring in premedicine.

RAYMOND H. AND WILMA STEPHENS THORNTON SR. ENDOWED SCHOLARSHIP FUND: Established by Betty Ulrey to honor her parents, Raymond H. and Wilma Stephens Thornton. Preference shall be given to applicants who are majoring in communication.

LOTT AND MAE ANN TUCKER ENDOWED TRUSTEE SCHOLARSHIP FUND: Established by the family of Lott and Mae Ann Tucker to honor them and to financially assist full-time students. Special consideration will be given to applicants from middle-income families who have difficulty securing adequate financing to attend.

EVAN AND BETTY ULREY ENDOWMENT FUND: Established to financially assist students majoring in communication.

WILMA M. ULREY COMMUNICATION SCHOLARSHIP: Established from the estate of the late Wilma M. Ulrey by her brothers and sisters in her memory. Awarded to juniors majoring in the Department of Communication.

VENEZUELAN MISSIONARY CHILDREN'S SCHOLARSHIP FUND: Applicants shall be enrolled as full-time students and be a child whose parent is or has been a missionary who is a member of the churches of Christ and has been in the mission field of Venezuela 15 years or more. The missionary need not be in the mission field at the time of enrollment of the scholarship recipient.

JODY AND LOUISE VENKATESAN ENDOWED SCHOLARSHIP FUND: Established by Harding alumni to financially assist students living east of the Mississippi River with GPA 3.0 or higher.

HUGH AND JEANNINE WAGNON ENDOWED SCHOLARSHIP FUND: Established by Hugh and Jeannine Wagnon. This fund is for students with financial need, maintaining a satisfactory grade point average. Special consideration will be given to the family of Hugh and Jeannine Wagnon.

VESTER AND CHARLENE WALDRON ENDOWED SCHOLARSHIP FUND: Established by David and Betsy Waldron in honor of David's parents. Special preference is given to those applicants that are graduates of Middle Tennessee Christian School, members of the LaVergne Church of Christ, residents of Rutherford County, or residents of middle Tennessee.

CHARLES WALKER - AMERICAN MARKETING ASSOCIATION SCHOLARSHIP: Created in honor and memory of Charles Walker. Applicants should be marketing majors.

FRED B. WALKER ENDOWED MEMORIAL SCHOLARSHIP FUND: Established in memory of Fred B. Walker for students who demonstrate financial need and obtain a satisfactory grade point.

WAYNE WALLACE HSBS SCHOLARSHIP FUND: Created by the Wayne Wallace Estate to help young preachers of the Gospel to get their Bible education. Preference is for students in the Harding School of Biblical Studies.

LUCY A. WALLING SCHOLARSHIP: Established by Mrs. Walling's will for students majoring in the department of communication. Students with demonstrated financial need are given preference.

SAM M. WALTON MEMORIAL ENDOWED SCHOLARSHIP: Established by the Paul Carter family in memory of Mr. Walton. Awards based on scholarship, capability,

and reputation, with special consideration given to business majors.

THE WALTON SCHOLARSHIP PROGRAM: Established by Sam and Helen Walton of Bentonville, Ark., to provide full scholarships to students from Central America.

MAMIE WATERS ENDOWED SCHOLARSHIP FUND: Established to honor the memory of a mother who desired only the best for her children and ensured her children attended a Christian college. Special preference will be given to applicants from the Southeast United States.

GRACE WELLS SCHOLARSHIP FUND: Created by Grace G. Wells of Berkeley, Calif., a student at Galloway College, for deserving women.

VELMA RUTH WEST SCHOLARSHIP FUND: Established by Dr. W.B. West, Jr., and friends, to honor the memory of Mrs. West for students showing unusual proficiency in Greek.

LANNY G. WILDMAN MEMORIAL FUND: Established by the Shennan R. Wildman family of Moro, Ill., in memory of their son, Lanny, to assist a Bible major.

BILL WILLIAMS ENDOWED SCHOLARSHIP FUND FOR FRESHMEN: Established in honor of the Professor Emeritus and former chairman of chemistry in order to provide financial assistance to incoming freshmen majoring in chemistry or biochemistry. Apply through the Department of Physical Science.

BILL WILLIAMS ENDOWED SCHOLARSHIP FUND FOR SOPHOMORES: Established to honor Dr. Bill Williams by Mr. and Mrs. Mike White. Applicant should be a sophomore with a minimum G.P.A. of 2.0 with a chemistry or biochemistry major.

WITT FAMILY SCHOLARSHIP FUND: Established by Willis and Lois Witt of Houston for deserving students.

DOROTHY S. WRIGHT SCHOLARSHIP FUND: Created by Drs. Brian Alexander and Daniel Sears to honor Dr. Wright and to provide financial assistance for French or modern foreign language majors.

TIMOTHY E. YATES MEMORIAL SCHOLARSHIP FUND: For juniors and seniors majoring in math, computer science, biological science, or physical science with a GPA of 3.4 in their major and a cumulative GPA of 3.2.

YOUTH MINISTRY ENDOWED SCHOLARSHIP FUND: Priority will be given to students or prospective students seeking a degree in youth ministry. Priority will also be given to students or prospective students from Central Kentucky, followed by students from other parts of Kentucky and Tennessee. If the applicant is a current student, he or she should have and maintain a 3.0 grade point average to qualify for a scholarship.

PRESIDENT'S ENDOWED SCHOLARSHIP FUNDS

The President's Endowed Scholarship, which requires a gift of \$25,000, is a naming opportunity that encourages the donor to direct funds to a specific college or major and then matches donor with recipient. The \$1,250 need-based annual scholarship will be awarded through the Office of Student Financial Services. For more information on establishing a President's Endowed Scholarship, call (800) 477-4312 or e-mail endowment@harding.edu.

KRISTIN ALTMAN PRESIDENT'S ENDOWED SCHOLARSHIP FUND: This endowed scholarship will provide funds for students in the College of Business Administration majoring in professional sales.

BILLY E. AND CLARA GILLETT PRESIDENT'S ENDOWED SCHOLARSHIP FUND: This scholarship was set up in grateful recognition of Billy E. and Clara Gillett by an anonymous donor to provide funds for any full-time student in good standing.

W.O. GLOFF AND MARGARET GLOFF PRESIDENT'S ENDOWED SCHOLARSHIP FUND: This scholarship was set up by the estate of the Gloffs and will provide funds for students in the College of Bible and Religion who have expressed interest in and/or are studying to become ministers of the gospel.

HOMER R. AND BLANCHE R. HORSMAN PRESIDENT'S ENDOWED SCHOLARSHIP FUND: Established by Homer and Blanche Horsman because of their love and appreciation for Harding. They and their children are all graduates and desire to help other students have the Harding experience.

HANK AND SUE TANKERSLEY PRESIDENT'S ENDOWED SCHOLARSHIP FUND: Established by Edwin R. DeYoung and Paula DeYoung to honor her parents.

ELIZABETH AND MARK WILLIAMS PRESIDENT'S ENDOWED SCHOLARSHIP FUND: Established by Elizabeth and Mark Williams in honor of Gloria and Ralph Williams to provide scholarships for any full-time student in good standing pursuing a degree in the College of Sciences, Engineering and Physics Department, and meeting criteria of President's Scholarship based on need.

LOAN FUNDS

Loan Funds are established for the specific purpose of providing financial aid to qualified students. Recipients are determined by administrative personnel. Loans are awarded to junior or senior undergraduate students with a GPA of 2.5 or higher and who

show need. These loans carry an interest rate of 8 percent and repayment terms of six years.

SAMUEL ARRINGTON LOAN FUND: Established by Gervis J. Arrington of Stephens in memory of his grandfather.

DR. GEORGE S. BENSON STUDENT LOAN FUND: Established by the faculty in honor of Dr. Benson's election as Arkansan of 1953.

MALCOLM AND SYLVIA DEAL BOWEN ENDOWED STUDENT LOAN FUND: Established by the children of Malcolm and Sylvia Deal Bowen to honor them and to provide emergency loan funding to qualified applicants. Recipients will be asked to repay the loan amount within one year of disbursement.

CHARLES BRADLEY MEMORIAL LOAN FUND: Established in memory of C.L. Bradley of Searcy.

PHYLLIS COOKE MEMORIAL LOAN FUND: Established by James R. Cooke in memory of his wife.

CHUCK DEAN MEMORIAL LOAN FUND: Established by the family of Mr. Dean.

DURRINGTON LOAN FUND: Established by Victor Durrington; with preference to students who plan to work as church education directors.

MR. AND MRS. JIM G. FERGUSON STUDENT LOAN FUND: Established by Mr. and Mrs. Ferguson of Evanston, Ill.

JAMES FERNANDEZ LOAN FUND: Established by Mr. Fernandez; with preference to those majoring in Bible, biblical languages or missions.

MRS. MILDRED J. FERRELL LOAN FUND: Established by family and friends to provide assistance to worthy students.

W.C. FRANCE STUDENT LOAN FUND: Established by Mrs. W.C. France to help needy students attend Harding.

C.L. GANUS LOAN FUND: Established by C.L. Ganus, Sr., of New Orleans, La., for deserving students who could not otherwise attend college.

CHARLES KENNETH AND MARIE SCHELL HAMMON LOAN FUND: Established by Mrs. Charles Kenneth Hammon for juniors and seniors.

BOYCE AND JEWELL HAWKINS STUDENT LOAN FUND: Established to help needy students attend Harding.

LAWRENCE G. HAYS LOAN FUND: Established with preference to Bible or missions majors.

DEWEY BELLA HEBBARD MEMORIAL LOAN FUND: Established by Mrs. Charles Kenneth Hammon in memory of Mr. Hebbard.

ARTHUR E. HILLMAN BUSINESS STUDENT LOAN FUND: Established by Arthur E. Hillman of Honolulu, Hawaii; with preference to business students.

MARY B. JACK PREACHER'S LOAN FUND: Established with preference to young men preparing to preach the gospel.

H.R. KENDALL LOAN FUND: Provided by H.R. Kendall of Chicago.

HOWARD NOLAN LEMMONS MEMORIAL LOAN FUND: Established in 1969 in memory of Howard Lemmons.

MRS. CECILE B. LEWIS MEMORIAL LOAN FUND: Established by H.E. Johnmeyer as a memorial to Mrs. Lewis.

W.P. AND BULAH LUSE OPPORTUNITY TRUST FUND: Established by Mr. and Mrs. W.P. Luse of Dallas; with preference to pre-engineering students.

MONTGOMERY-SUMMIT MEMORIAL FUND: Established by colleagues of the Education Department and other friends of Dr. Clyde R. Montgomery and Dr. W.K. Summit.

NEW LEAD BELT LOAN FUND: Established by Christians at Viburnum, Mo.

DELLA NICHOLAS LOAN FUND: Established by the will of Della Nicholas of Huntington, W.Va.

HAROLD D. PORTER STUDENT LOAN FUND: Established by Mr. and Mrs. L.W. Porter as a memorial to their son; with preference to students who were raised in Christian children's homes.

VERNON C. AND NORA T. PORTER LOAN FUND: Established by their children to assist needy juniors and seniors; with preference given to married students.

HELEN GRAYSON REEVES LOAN FUND: Established by Kathryn Reeves Jean for loans to students who show need; with preference to students majoring in business.

CATHERINE W. RIGGS STUDENT LOAN FUND: Established by Catherine W. Riggs for students who show need.

SIDNEY RUBY MEMORIAL LOAN FUND: Established by his wife and children.

LIZZA HALL SCHELL MEMORIAL LOAN FUND: Established in 1972 by Mrs. Marie Schell Hammon and Mrs. Olea Schell Hebbard in memory of their mother.

MR. AND MRS. JESSE P. SEWELL LOAN FUND: Established with preference to ministry students.

CARL AND CECIL SHORES MEMORIAL STUDENT LOAN FUND: Established by the family of Carl and Cecil Shores of Cave Springs, Ark.

WILLIAM WAYNE SMITH, MARJORIE HARDEN, AND HERMAN K. SMITH MEMORIAL LOAN FUND FOR NURSING: Provides loans for students; with preference to nursing students planning careers in research.

WITT STEPHENS MEMORIAL STUDENT LOAN FUND: Established with preference to students from Arkansas who show need.

MR. AND MRS. LEE C. UNDERWOOD LOAN FUND: Established by Dr. and Mrs. John Gill Underwood to assist deserving students; with preference to those from northwest Louisiana.

ANITA WELLS LOAN FUND: Established by Anita Wells of California to provide assistance to deserving students.

ENDOWMENT FUNDS

Endowment Funds are those for which donors have stipulated that the principal of the fund is to remain inviolate in perpetuity and is to be invested for the purpose of producing income. The income may be expended only for the purpose specified by the donor.

CLAUDETTE ALEXANDER ENDOWED FUND FOR CHILDREN'S LITERATURE: Established in memory and honor of Claudette Alexander for the development of a high quality repository of children's literature, music, CDs, tapes, etc. A second purpose for the funds will be to secure noted speakers, programs or equipment that will enhance the education and training of students in elementary education.

AMERICAN FOUNDERS ENDOWMENT: Established by the founders of the American Founders Insurance Company. Income is used for the general operation of the University.

J.N. AND WOODSON HARDING ARMSTRONG MEMORIAL ENDOWMENT FUND: Established by Gertrude Paine Deese, niece of the Armstrongs, in their memory and honor. Income is used for the general operation of the University.

JONATHAN EDWARD BEDWELL MEMORIAL ENDOWMENT FUND: Established by family and friends of Jonathan Edward Bedwell, a student at Harding at the time of his death. Income is used for the general operation of the University.

CLARK DAVID BELDEN ENDOWMENT FUND: Established by Lomanco, Inc. of Jacksonville, Ark., in memory of its founder, Clark David Belden. Income endows the Center for Private Enterprise Education.

MURRAY AND FLOY BILLINGSLEY ENDOWMENT FUND: Established by Murray Billingsley to fund disbursements for Bible faculty to travel and study in the Holy Lands.

RANDALL H. AND MARY BALES BRANNON ENDOWMENT FUND: Established by the family in memory of Randall H. Brannon and in honor of Mary Bales Brannon. Income is used for the general operation of the University.

CHRIS BROADAWAY MEMORIAL ENDOWMENT FUND: Established in memory of Chris Broadaway for the purchase of Christian literature for the library and to assist library student assistants in mission endeavors.

MATTHEW AND MARY BROWN CREGGER ENDOWMENT - TRACK/CROSS COUNTRY: Established for students participating in intercollegiate track and field or cross country.

KENNETH DAVIS JR. ENDOWMENT FUND: Established by friends of the long-time director of the A Cappella Chorus and chairman of the department of music. Income is used for special needs of the Department of Music.

FACULTY SALARY ENDOWMENT FUND: Established by gifts from the Reader's Digest. Income is applied to faculty salaries.

FORD FOUNDATION ENDOWMENT: Established by the Ford Foundation in 1956. Income is used for the general operation of the University.

JULIA BELUE GAMMILL MEMORIAL ENDOWMENT FUND: Established by family and friends in memory of Julia Belue Gammill. Income is used for the general operation of the University.

HARRY R. KENDALL FUND: Established by Harry R. Kendall in 1958 through a gift of stock. Income is divided between the American Studies Institute and faculty salaries.

PEARL G. AND ANNA LEWIS MEMORIAL ENDOWMENT FUND: Established in memory of W.C. and Anna Lewis. Income is used for the Harding Graduate School of Religion Library.

F.D. AND MATTIE McNUTT ENDOWED FUND: Established by the family to honor their memory. Income is used to purchase equipment for the department of physical science.

ERLE T. AND MONA MOORE CHAIR OF VOCAL INSTRUCTION: One of the purposes of this fund is for financial aid for graduate students working with the chair holder.

MARY K. MURPHY ENDOWMENT FUND FOR THE SEARCY SUMMER DINNER THEATRE AT HARDING UNIVERSITY: Established by Charles A. Murphy in honor of his mother, Mary K. Murphy, and for the support of the Searcy Summer Dinner Theatre.

MARGARET PLUMMER RESEARCH ENDOWMENT FUND: Established by friends and family of Margaret Plummer and faculty in the Biology Department to provide funding for student research projects in biology.

DR. JOE PRYOR ENDOWMENT FUND FOR THE COLLEGE OF SCIENCES: Established by Irma Terpenning to honor "Dr. Joe" for his inspiring spiritual and academic influence on many young lives. His example in speech, life, love, faith and purity will continue through the many who have been privileged to know Dr. Joe. This fund is to enhance the level of teaching and learning in the College of Sciences by providing funds for scholarships, laboratories and faculty development.

MARTHA RUTH SIMMONS FUND FOR NURSING: This fund was established by the family of Martha Ruth Simmons in her honor. This fund is to augment, enhance and strengthen the College of Nursing and to furnish and maintain the Martha Ruth Simmons Nursing Laboratory; and if

available, to be allocated to faculty development activities and other expenses incurred by the College of Nursing.

SUZANNE F. SPURRIER LIBRARY SPECIAL PROJECTS ENDOWMENT FUND: Established by the estate of Suzanne Spurrier to fund special projects, especially those unforeseen in the budgeting process, for Brackett Library.

STEPHENS CENTER FOR COMMUNITY DEVELOPMENT ENDOWMENT FUND: Established by Jack Stephens in conjunction with the American Studies Institute to fund a college scholarship program for students from the 17 delta counties of Arkansas.

TEACHER ACHIEVEMENT AWARD ENDOWMENT FUND: Established to fund teacher achievement awards based on classroom instruction, application of professional skills for community advancement, and moral and spiritual behavior over a meaningful period of time.

LAMBERT WALLACE ENDOWMENT FUND: Established in memory of Lambert Wallace. Income is used for the general operation of the University.

NINA GRAYSON WARNOCK ENDOWMENT FUND: Established by her daughter and three granddaughters in memory of Nina Grayson Warnock, a former member of the Harding University Board of Trustees. Income is used for the general operation of the University.

W.B. WEST JR., LECTURE ENDOWMENT FUND: Established in honor of W.B. West, Jr. Income is used to endow the annual Harding Graduate School of Religion Lectureship program.

WHARTON ENDOWMENT FOR CREATIVE WRITING: This fund shall be used for promoting department publications or programs having to do with creative writing, including the Jo Cleveland Creative Writing Contest, providing honoraria for guest lecturers and funding creative writing contests or similar awards.

DR. THOMAS C. WHITFIELD SR. AND KATHLEEN WHITFIELD MEMORIAL FUND: Established by Dr. Thomas C. Whitfield Jr. and Dr. Jeff David Whitfield to provide operating funds for the College of Education.

HELEN H. WILSON ENDOWMENT FUND: Established by Helen H. Wilson of Searcy. Income is used for the general operation of the University.

ENDOWED CHAIR

ROBERT ROY AND CALLIE MAE COONS CHAIR OF BIOMEDICAL SCIENCE: Established by Irma Coons Terpenning in honor of her parents, former professors and department heads at Harding. The chair provides the salary and expenses for one faculty member in the allied health sciences area, making funds available for personal library acquisitions, research, professional development and teaching aids.

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University Calendar 2007-2008

FALL SEMESTER — 2007

New student arrival date	Aug. 16
Faculty Conference	Aug. 16
President's Dinner for Faculty	Aug. 16
Student IMPACT	Aug. 16-19
Deadline for down payment.....	Aug. 20
Classes begin on regular schedule.....	Aug. 20
Final date for enrolling for fall semester	Sept. 3
PRAXIS II Tests	Sept. 8
Lectureship.....	Sept. 30-Oct. 3
English Proficiency Exam	3 p.m., Sept. 27
Mid-term Exams.....	Oct. 8-12
English Proficiency Exam.....	3 p.m., Nov. 1
Homecoming	Nov. 1-3
Graduate Record Examination (Subject Exam Only)	Nov. 3
Last day to drop a class	Nov. 16
PRAXIS I and II Tests	Nov. 17
Thanksgiving Recess.....	Nov. 19-23
Dead Week.....	Dec. 3-7
Final Examinations.....	Dec. 10-14
Graduation Exercises	10 a.m., Dec. 15
Christmas Recess	noon, Dec. 15 to Jan. 13, 2008

SPRING SEMESTER — 2008

PRAXIS I and II Tests	Jan. 12
Deadline for down payment	Jan. 14
Classes begin on regular schedule	Jan. 14
Final date for enrolling for spring semester	Jan. 28
English Proficiency Exam	3 p.m., Feb. 21
Mid-term Exams	Feb. 25-29
Spring Recess.....	March 1-7
PRAXIS II Tests	March 15
Youth Forum and Spring Sing	March 21-23
Application deadline for MFT Program.....	April 1
English Proficiency Exam	3 p.m., April 10
Last day to drop a class	April 18
PRAXIS I and II Tests	April 26
Dead Week.....	April 28-May 2
Final Examinations	May 5-9
Graduation Exercises	10 a.m., May 10

INTERSESSION — 2008

Deadline for down payment, Intercession.....	May 12
Classes begin, Intercession	May 12
Final Exams, Intercession.....	May 23

SUMMER SESSION — 2008

Extended Session	May 12-July 25
Eight-week Session.....	June 2-July 25
Deadline for down payment, First Session	June 2
Classes begin, First Session	June 2
English Proficiency Exam	3 p.m., June 12
PRAXIS II Tests	June 14
Final Examinations, First Session	June 27
Deadline for down payment, Second Session	June 30
Classes begin, Second Session.....	June 30
English Proficiency Exam	3 p.m., July 10
Final Examinations, Second Session	July 25
Graduation Exercises	10 a.m., July 26

Tentative University Calendar 2008-2009

FALL SEMESTER — 2008

New student arrival date	Aug. 21
President's Dinner for Faculty	Aug. 21
Student IMPACT	Aug. 21-24
Faculty Conference	Aug. 21
Deadline for down payment.....	Aug. 25
Classes begin on regular schedule.....	Aug. 25
Final date for enrolling for fall semester.....	Sept. 8
Mid-term Exams.....	Oct. 13-17
Thanksgiving Recess.....	Nov. 22-30
Dead Week.....	Dec. 8-12
Final Examinations.....	Dec. 15-19
Graduation Exercises	10 a.m., Dec. 20
Christmas Recess	noon, Dec. 20 to Jan. 11, 2009

SPRING SEMESTER — 2009

Deadline for down payment	Jan. 12
Classes begin on regular schedule	Jan. 12
Final date for enrolling for spring semester	Jan. 26
Mid-term Exams	March 2-6
Spring Recess	March 7-15
Youth Forum and Spring Sing	April 9-11
Application deadline for MFT program.....	April 1
Dead Week.....	April 27-May 1
Final Examinations	May 4-8
Graduation Exercises	10 a.m., May 9

INTERSESSION — 2009

Deadline for down payment, Intercession.....	May 11
Classes begin, Intercession	May 11
Final Exams, Intercession.....	May 22

SUMMER SESSION — 2009

Extended Session	May 11-July 24
Eight-week Session.....	June 1-July 24
Deadline for down payment, First Session	June 1
Classes begin, First Session	June 1
Final Examinations, First Session	June 26
Deadline for down payment, Second Session	June 29
Classes begin, Second Session.....	June 29
Final Examinations, Second Session	July 24
Graduation Exercises	10 a.m., July 25



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