

2009

Harding University Graduate and Professional Catalog 2009-2010

Harding University

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HARDING UNIVERSITY //

GRADUATE AND
PROFESSIONAL
CATALOG

2009

2010

//

Graduate and Professional Calendar

Fall Semester 2009

General Dates

PRAXIS I & II	Sept. 12	Thanksgiving Recess	Nov. 23-27
Apply for Comp. Exams	Sept. 18	Graduation Exercises	Dec. 19
Comprehensive Exams	Nov. 14	Christmas Recess.....	Dec. 19 to Jan. 11
PRAXIS I & II	Nov. 14		

Sixteen-Week Term

Classes begin	Aug. 24
Last day to add a course	Aug. 28
Last day to drop a course	Nov. 20
Classes conclude.....	Dec. 18

Eight-Week Term 1

Classes begin	Aug. 24
Last day to add a course.....	Aug. 25
Last day to drop a course	Oct. 2
Classes conclude	Oct. 16

Eight-Week Term 2

Classes begin.....	Oct. 19
Last day to add a course	Oct. 20
Last day to drop a course	Dec. 4
Classes conclude.....	Dec. 18

Spring Semester 2010

General Dates

Apply for Comp. Exams.....	Feb. 12	Spring Break	March 6-12
Comprehensive Exams	April 10	Graduation Exercises	May 8
PRAXIS I & II	April 24		

Sixteen-Week Term

Classes begin	Jan. 11
Last day to add a course.....	Jan. 15
Last day to drop a course	April 16
Classes conclude	May 7

Eight-Week Term 1

Classes begin	Jan. 11
Last day to add a course.....	Jan. 12
Last day to drop a course	Feb. 19
Classes conclude	March 5

Eight-Week Term 2

Classes begin	March 15
Last day to add a course.....	March 16
Last day to drop a course	April 23
Classes conclude	May 7

Summer Semester 2010

General Dates

Summer Graduation	July 31
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Interession — Two Weeks

Classes begin.....	May 10
Last day to add a course	May 11
Last day to drop a course	May 19
Classes conclude	May 21

Eight-Week Term

Classes begin.....	June 7
Last day to add a course	June 8
Last day to drop a course	July 16
Classes conclude	July 30

Extended Summer

Classes begin.....	May 10
Last day to add a course	May 12
Last day to drop a course	July 16
Classes conclude	July 30

Two-Week Terms

Summer IA

Classes begin	June 7
Last day to add	June 7
Last day to drop	June 16
Classes conclude.....	June 18

Summer IB

Classes begin	June 21
Last day to add	June 21
Last day to drop	June 30
Classes conclude	July 2

Summer IIA

Classes begin	July 6
Last day to add	July 6
Last day to drop	July 14
Classes conclude	July 16

Summer IIB

Classes begin	July 19
Last day to add	July 19
Last day to drop	July 28
Classes conclude	July 30

Four-Week Terms

Summer I

Classes begin	June 7
Last day to add	June 8
Last day to drop	June 25
Classes conclude	July 2

Summer II

Classes begin	July 6
Last day to add	July 7
Last day to drop	July 23
Classes conclude	July 30

Six-Week Terms

Classes begin	May 10
Last day to add	May 11
Last day to drop	June 9
Classes conclude.....	June 18

Classes begin	June 21
Last day to add	June 22
Last day to drop	July 21
Classes conclude	July 30



Descriptive Catalog of Harding University

Graduate and Professional Bulletin

2009-2010

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

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

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GENERAL INFORMATION



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 Communication, 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, pharmacy, and speech-language pathology, and a Center for Business Professional Studies. 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 lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle).

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

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

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

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

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

Motto

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

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

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

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, 1-800-621-7440).

The graduate and undergraduate teacher education programs are 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). The dietetics program is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetics Association (2002). The Department of Family and Consumer Sciences is approved by the National Council on Family Relations (2005). The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (2007). The Department of Communication Sciences & Disorders received candidacy status from the Council on Academic Accreditation in Audiology and Speech Language Pathology (2007). The computer engineering program is accredited by ABET (2007). The physician assistant studies program is accredited by the Accreditation Review Commission for the Physician Assistant, Inc. (2007). The College of Pharmacy has pre-candidate status from the Accreditation Council for Pharmacy Education (2008). Harding is also a member of the American Council on Education, the American Association of Colleges for Teacher Education, the College Entrance Examination Board, and the National Commission on Accrediting.

Location

Harding's home community, Searcy, Ark., population 20,000, 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 can be accessed 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 275 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. Another campus, the Harding University Graduate School of Religion, is located in Memphis, Tennessee, and has a separate catalog. For more information about this program, call 1-800-680-0809 or go to <http://www.hugsr.edu>.

Harding also has several off-campus sites, including the North Little Rock Professional Center (NLRPC), approximately 40 miles south of the main Searcy campus, and the Northwest Arkansas Professional Center (NWAPC), located in Bentonville, in the fast-growing northwest corner of the state. Both sites are used primarily for graduate programs in education and business, as well as other graduate and special programs. They are state-of-the-art facilities in design, technology and furnishings. The easily-accessed professional suites are close to major thoroughfares and have convenient parking. They include classrooms, computer labs, administrative offices, conference rooms, kitchenettes, storage and technical support rooms, and restrooms. The classrooms are "smart classrooms," featuring interactive media technology. The conference rooms offer state-of-the-art technology and design for a flexible educational environment.

Academic Facilities

Campus buildings are located within a few blocks of downtown Searcy. The 46 buildings on the main campus with their equipment and educational facilities are valued at more than \$249 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 most current renovations include a coffee shop, a computer lab, and the University Multimedia Production Center.

The Brackett Library provides access to more than 25,000 online, full-text journal and book titles covering all areas of the curriculum including general interest topics, and 63,000 online Government Documents. Access is enhanced by an automated library system with periodical indexes and abstracts available online at <http://www.harding.edu/library>. Its collections also include 428,277 volumes and other media, 1,170 print periodicals and eight newspapers. More than 95,000,000 items held by other libraries are accessible to Harding students via the computerized interlibrary loan service that supplements the local collection.

The online databases are easily accessed by Harding students regardless of location, and are ideally suited for students who are taking classes at off-campus sites or online.

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, a laptop lab used for instruction, electronic reserves as well as a reserve book collection, a popular reading collection including Christian fiction, photocopiers, and audio-visual 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 café, 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 across more than 90 percent of the campus. There are two wireless networks available — a secure network that requires authentication and is encrypted, and an unsecured network. The unsecured network is provided mostly for campus visitors. Some of the key places for wireless access include the Brackett Library, the Heritage building lobby, the Honors House, all the academic buildings, the athletic stadium and baseball field, and the front lawn. The dorms are serviced by wired connections — one for each student. Students can elect to install their own, approved wireless access points in their dorm rooms. Each user has a username and password to provide authentication to the Harding network and information.

Harding utilizes the fastest and most reliable 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.

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, faculty, and staff.

Harding uses Moodle as its course management tool. Moodle provides a Web-based tool that is employed by faculty to deliver Web-enhanced courses, designed to enrich the student's learning. Moodle is hosted off campus and has 24/7 help services for students and instructors.

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 and project materials.

LABORATORIES

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

The ART AND DESIGN COMPUTER LABORATORY is for students in art, graphic design, interior design and communication.

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

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

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.

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 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.

The LIBRARY PUBLIC LABORATORY in Brackett Library provides students with an area in which they may research and receive assistance from the Library Reference staff.

The PATIENT SKILLS CENTER and CENTER FOR HEALTH SCIENCES LABORATORY, are located in the Center for Health Sciences.

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

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

The YOUTH AND FAMILY EDUCATION LABORATORY is located in the McInteer 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 class-

rooms 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, offer hearing screenings and referrals.

A full-power commercial FM station serves Central Arkansas as the “voice of Harding University.” The FM station is also available on the Internet. A low-power AM broadcast station provides hands-on training for beginning broadcasting students.

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.

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.

Legal Statements

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. Data are available for the main campus as well as off-campus sites.

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 handbooks for each graduate and professional program set forth policies regarding student conduct.

All students are required to read and follow the rules and regulations as presented in the student handbook for their program. 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 policies set forth in this catalog supersede those in any program handbook, unless otherwise noted.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

HARDING/STUDENT AGREEMENT

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

NONDISCRIMINATION STATEMENT

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

Based upon this commitment, Harding follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Harding is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admission policies, treatment of students, employment practices or educational programs except as required by religious tenets of the churches of Christ. Harding has a nondiscrimination policy avail-

able upon request in the offices of Student Services and Human Resources. Inquiries concerning the application of federal and state laws or regulations may be referred to the Office of Human Resources, Box 12257, 900 E. Center Ave., Searcy, AR 72149-0001; telephone 501-279-4380. The person to ensure compliance with the nondiscrimination policy and discrimination laws and regulations is the chief financial officer of the University.

STUDENT RIGHT-TO-KNOW ACT OF 1990

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

Student Life

CAREER CENTER

The Career Center staff is available to help graduate and professional students with their job search or applications for further graduate or post-graduate study. Job search-related offerings include resume review, interview preparation and job search training. Services related to graduate applications include essay review, application proofreading, and documentation timeline preparation.

Each year over 250 recruiters come to campus to interview students and over 20 graduate schools attend a graduate fair to talk with students about available programs. All of the services of the Career Center are available to students and alumni at no cost. The Career Center is located in the Student Center, Room 239.

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 extension 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.

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 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. Graduate students are expected to maintain the highest standards of morality, integrity, orderliness and personal honor. 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.

Students are encouraged to live up to the high expectations and policies set forth in the handbook for the graduate program in which they are enrolled. The codes of conduct are designed to develop the optimum potential of each student. In making application to the University, graduate students acknowledge and agree to abide by these expectations. A standard form is provided as part of the registration process and must be signed by each individual wishing to enroll in a graduate program affirming that student's commitment to uphold these principles.

General protocol for disciplinary procedures is as follows. For the specific guidelines of each graduate program, consult the appropriate handbook.

Code of Conduct Disciplinary Procedures

When it appears a rule of conduct or procedure has been broken, the chair/director of the graduate program will conduct an investigation concerning the allegation.

1. If possible, the issue will be resolved with the program chair/director and the student.
2. If not resolved between the chair/director of the program and the student, the student presents an appeal to the Graduate Appeals Committee for their review and recommendation concerning the alleged code of conduct violation.
3. The appeal must be made to the Graduate Appeals Committee within 24 hours after the attempted resolution by the chair/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 Graduate Appeal Committee and witnesses with relevant evidence to present. Only two eye-witnesses 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 graduate program.

Questions in regard to code of conduct for graduate programs should be referred to the chair/director of the specific program.

Academic Integrity Policy

I. 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.

II. 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.

III. 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.

IV. VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity, also called academic misconduct, include, but are not limited to, the following 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 legally protected 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

Students should refer to their specific program student handbook for additional information on this subject.

V. SANCTIONS FOR ACADEMIC MISCONDUCT

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

Class A Sanctions (Course Level)

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.

Class B Sanctions (Program Level)

1. Suspension or expulsion from a specific degree program.

Class C Sanctions (University Level)

1. Placement on disciplinary academic probation.
2. Suspension from the University for a designated time.
3. Permanent expulsion from the University.

Additionally, one or more of the following consequences may result when academic misconduct has been determined in an academic support area:

1. Loss of privileges in the academic support area.
2. Monetary charges to cover all costs (repair, recovery, replacement, etc.) associated with the misconduct.

VI. RESOLUTION OF ACADEMIC MISCONDUCT

The Assistant Vice President for Academic Affairs (AVPAA) and dean or program chair shall be available to the faculty or staff member as consultants during the resolution process.

Investigation of Academic Misconduct

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

1. Following discovery of the suspected academic misconduct, within two business days the faculty or staff member shall meet with the student to discuss the allegation. (In extenuating circumstances, this contact may be by phone or email.) If new information is revealed at this meeting or if the student needs time to bring mitigating evidence, a second meeting should be scheduled within two business days.
2. If, based on the information available, the faculty or staff member determines that misconduct has occurred, within two business days he or she must meet with their immediate supervisor (program chair or dean of the academic division or appropriate staff person) and jointly determine whether the misconduct merits (a) a Class A sanction, or (b) a sanction beyond Class A.
3. If the decision is to impose Class A sanctions, within two business days the faculty or staff member must: (a) inform the student in writing of the decision, (b) file an Academic Misconduct Report to the AVPAA prior to the imposition of sanctions, and (c) implement the sanction. Once academic misconduct has been determined and reported and the Office of Academic Affairs finds that the student has a prior incident of academic misconduct, the Office of Academic Affairs shall consider the student's prior record and may impose further sanctions within 6 business days.
4. If the decision is that the misconduct has earned a sanction beyond Class A:
 - a. Within two business days, the faculty member and the immediate supervisor (program chair or dean of the academic division or appropriate staff person) must file an Academic Misconduct Report to the Office of the Vice President of Academic Affairs.
 - b. Within two business days of receipt of the letter, the faculty member, supervisor, AVPAA and VPAA must meet to jointly determine sanctions.
 - c. Within two business days of this meeting, the faculty member shall provide, in writing, a letter that includes specific charges, VPAA authorized sanctions, and notification of the right to appeal. A copy of this letter must be filed with the Office of the Vice President of Academic Affairs.
5. The student shall have two business days from the formal notification by the faculty member to take one of two actions: (a) agree with the charges and any related sanctions that may be applied, or (b) file a request for an appeal with the Office of Academic Affairs (see Appeal Process below). This appeal must be filed in writing within two business days of receipt of the faculty letter or the student forfeits the right to appeal. An appeal form (available from the Office of Academic Affairs) must be completed and submitted.

Appeal Process

The following statements apply to the appeal procedure:

1. After formal notification of disciplinary actions, a student shall have two business days to file a request for an appeal with the Office of Academic Affairs or forfeit that right. (See item 5 above.)

2. The appeal must be filed on the appeal form available from the Office of Academic Affairs.
3. A student who fails to appear within 15 minutes of the arranged time for the appeal meeting shall forfeit the right to appeal.
4. An appeal shall be scheduled before the Academic Misconduct Committee no sooner than the day following the receipt of request and no later than five business days of receipt of the request. (An exception may be made for extenuating circumstances. For example, the student may be out of state or out of the country, necessitating that the hearing be conducted upon his or her return.)
5. A quorum must be present for the meeting. A quorum shall consist of a majority of committee members. (For a description of the Academic Misconduct Committee, refer to Section VII.)
6. A document outlining the required order of the meeting is available from the Office of Academic Affairs and must be used during the meeting.
7. The appeal shall be conducted in a fair and reasonable manner.
8. All witnesses shall be required to affirm the truth of their testimony.
9. Presentation of evidence shall be as follows:
 - a. Support for the charge and sanction against the student.
 - b. Support of the appeal by the student.
 - c. Rebuttals by both parties.
 - d. Both parties shall have reasonable opportunity for questioning of witnesses.
 - e. If there is new information relevant to the situation under discussion, the decision, or the sanction, it shall be submitted for consideration before the closing statements by either party.
10. Closing statements shall be made by both parties. New information shall not be submitted during this part of the proceedings.
11. The appeal shall be open to the appealing student, the involved faculty member(s), and eyewitnesses with relevance to the alleged misconduct. 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. The Assistant Vice President for Academic Affairs or Dean of Graduate Programs shall attend the appeal as an involved administrator but shall not have a vote in the decision-making process of the committee.
12. An audio recording of the appeal proceeding shall be made.
13. Following the appeal hearing, 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, the faculty member, and the faculty member's supervisor of its decision. This decision shall be final. Verbal notification must be followed by written notification within one business day of the hearing.
14. The Vice President for Academic Affairs or the committee may set the terms and conditions of a suspension from the University and readmission.
15. All written documents and audio files related to this hearing must be filed as a complete package with the Office of Academic Affairs within two business days of the hearing.
16. 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.

VII. 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 Vice President for Student Life, one faculty member per college nominated by the dean, one student per college nominated by the University Student Association or the Honors College, and the AVPAA as an ex-officio member.

The specific responsibilities of the AMC are to review the decision and sanction(s) imposed prior to the appeal to determine if (1) the investigation was conducted fairly and followed prescribed procedures, (2) the decision was based on sufficient evidence, (3) the sanction was appropriate for the violation, and (4) any new evidence that comes to light is sufficient to change the decision or sanction.

VIII. OFFICIAL RECORDS OF ACADEMIC MISCONDUCT

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

The Office of Academic Affairs shall ensure maintenance of the official records related to academic misconduct.

IX. NOTE

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

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. **Please note that the following academic grievance policies and procedures do not include matters of academic misconduct.** Those matters are covered in the section titled "Academic Integrity Policy."

I. ACADEMIC GRIEVANCE PROCEDURE

This **student-initiated** procedure is as follows:

1. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance.
2. Upon receipt of the complaint, within three business days the faculty member must meet with the student (in person, by telephone, or by email) and strive to resolve the problem.
3. If a resolution cannot be reached within five business days, then it is the student's responsibility to register the complaint in writing with the department chairman or dean of the program.
4. Upon receipt of the complaint, the department chairman or dean of the program must meet with the faculty member and the student (in person or by telephone) within three business days and strive to resolve the problem.
5. If a resolution cannot be reached during this meeting, then the faculty member must

document in writing the efforts made to seek resolution and that a resolution has not been achieved. This document must be shared with the student and the department chairman or dean of the program within two business days of the failure to reach a resolution.

6. If the student remains dissatisfied, then within three business days of being notified that a resolution has not been met, it is the student's responsibility to initiate the grievance appeal procedure (below).

NOTE: A file of all written documents must be maintained by the dean or department chairman. The faculty member must forward copies of all written documents to the dean or department chairman at each step of this process.

II. GRIEVANCE APPEAL PROCESS

1. If, after completion of the procedure set forth above, the student believes that the grievance has not been equitably resolved, he or she may file an appeal in writing with the appropriate dean. This document must set forth the grounds and reasons of the appeal. It must be submitted to the dean within three business days of notification that a resolution has not been achieved.
2. The dean must immediately notify the involved faculty member of the student's appeal and, upon notification, the faculty member will have three business days to respond in writing to the allegations.
3. Additionally, within five business days of receipt of the student's appeal, the involved dean must appoint an ad hoc Grievance Committee consisting of three faculty members and notify the faculty member and the student of the date and time at which they must appear before the committee for a formal review of the allegations and issues.
4. The review must be held within 14 business days of the receipt of the appeal. (An exception may be made for extenuating circumstances. For example, the student may be out of state or out of the country, necessitating that the review be conducted upon his or her return.)
5. The dean shall chair the appeals session but shall not have a vote.
6. The session must be conducted in a manner ensuring substantial fairness, and it will not be restricted by the rules of evidence common to court proceedings.
7. A document outlining the required order of the process is available from the Office of Academic Affairs and must be used during the session.
8. All witnesses will be required to attest to a statement regarding the accuracy of the information to be given.
9. The session will be open only to the faculty member, the student and eyewitnesses. Neither the student's parents, spouse, guardian, nor legal counsel will be permitted to appear before the Grievance Committee except as eyewitnesses.
10. Review proceedings (excluding the deliberations of the committee) will be tape-recorded.
11. Each party will make a brief opening statement.
12. The faculty member will then present support of the grade assigned or the denial of academic progression. Then the student will be permitted to present information in support of the alleged grievance.
13. Thereafter, both sides will be permitted to present rebuttal information. Throughout the session, the faculty member and the student will have reasonable opportunity for orderly questioning of the eyewitnesses. Support may be presented in the form of eyewitnesses or documents relevant to the issues to be determined by the committee.

14. At the conclusion of the presentations, both sides will be permitted to make closing statements.
15. Once the session is adjourned, the committee will have three business days to reach a final decision. The decision of the committee will be by majority vote.
16. The dean must submit the decision, in writing, to the faculty member, the student, and the AVPAA.

NOTE: The dean must submit a file of all written documents related to the Grievance Appeal meeting to the Office of Academic Affairs.

III. FINAL APPEAL OPTION

1. Within three business days of its receipt, the decision of the Grievance Committee may be appealed by the faculty member or the student to the Vice President for Academic Affairs (VPAA).
2. Upon receipt of the appeal and within three business days, the Vice President for Academic Affairs will (a) order preparation of a transcript of the Grievance Committee meeting, and (b) appoint an ad hoc Appeal Committee composed of three persons, none of whom served on the initial Grievance Committee.
3. Written documentation, including the transcript of the Grievance Committee meeting, must be distributed to the ad hoc committee members at least two business days before the final appeal session.
4. The final appeal session must be held within seven business days of receipt of the final appeal.
5. The Vice President for Academic Affairs will serve as the chairman for the committee. The responsibility of the Appeal Committee will be to review the record (transcript and all documents) of the Grievance Committee and to render a decision, based on a review of the record, whether procedures have been followed appropriately.
6. There will be no opportunity for presentation of new or additional support before the ad hoc Appeal Committee.
7. The Appeal 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 support, 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 Appeal Committee, the student will have exhausted his or her right of appeal within the University.

IV. OFFICIAL RECORDS OF ACADEMIC GRIEVANCE PROCEEDINGS

The Office of Academic Affairs shall ensure maintenance of the official records related to academic grievance proceedings.

V. NOTE

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

Admission Policies and Procedures

Currently, admission to a graduate program at Harding is handled by each separate program. See each catalog section for program-specific admission information, or visit www.harding.edu/gradprogram.

Registration Policies

Registration: Registration for new students is held during the first five days of semester. 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.

Late Registration: A late fee and approval by the registrar are required for late registration. The deadline for late registration varies according to the term:

- 16 week term: Third Monday of the term
- 8 week term: Second day of the term
- 6 week term: Second day of the term
- 4 week term: Second day of the term
- 2 week term: Second day of the term

Academic Advising: Faculty members serve as academic advisers and should be consulted about all course schedules.

Degree Audit Requirements: When students apply for graduation, which should occur prior to the beginning of the final term, the student should contact the appropriate graduate office to confirm that all graduation requirements have been met. 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.

Adding Classes: During the first three days of classes in the traditional fall and spring semesters, students may make changes to their schedules with no fee charged. However, if a student wants to add a class after the first three days of classes, he or she must submit to the registrar a Drop/Add Notice signed by the instructor. For nontraditional terms, see listing above under “Late Registration.”

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.

Withdrawal from Classes: During the first three days of classes in the traditional fall and spring semesters, students may make changes to their schedules with no fee charged. However, if a student wants to drop a class after the first three days of classes, he or she must submit to the registrar a Drop/Add Notice signed by the instructor. In such a case a prorated refund will be made according to an established refund schedule that takes into account the particular characteristics of each course. (See “Refunds,” below.)

It is the responsibility of the student to ensure that withdrawals are submitted in a timely manner. Any class dropped without official University approval is recorded as a grade of “F,” and the failing grade counts in the student’s GPA and will subject the student to a return of federal financial aid. A student considering dropping a class should contact the Financial Aid office to determine the impact of such a decision.

The last day to drop a class is determined by the term:

- 16 week term: Friday of the thirteenth week
- 8 week term: Friday of the sixth week
- 6 week term: Wednesday of the fifth week
- 4 week term: Friday of the third week
- 2 week term: Wednesday of the second week

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 with the respective graduate office. Please note that the Business Office manages the refund policy, not the individual programs. A prorated refund will be made according to an established refund schedule that takes into account the particular characteristics of each course (traditional, online, nontraditional term, etc.) Please contact the Business Office for more information.

Course Policies

Full-time Students: Students enrolled in 9 or more hours per term are classified as full-time students. Those with fewer than 9 hours per term are classified as part-time students. To qualify for financial aid, graduate students must be enrolled for at least 5 hours per term. Students seeking only teacher licensure or certification must be enrolled in at least 6 hours per term to qualify for financial aid.

Federal financial aid is dependant upon the number of hours for which a student is enrolled. Federal loans will have to be adjusted if dropping or not attending a class reduces a student below half-time enrollment.

Full-time Pharmacy Students: First, second, and third professional year pharmacy students enrolled in 12 or more hours per term are classified as full-time students. Those with fewer than 12 hours per term are classified as part-time students. Fourth professional year pharmacy students enrolled in 6 or more hours per term are classified as full-time students. Those with fewer than 6 hours per term are classified as part-time students.

Maximum Load: The maximum load for graduate students is 12 semester hours. In the College of Education, exceptions may be made. The maximum load for students in the Pharmacy and Physician Assistant programs is 20 hours and is dependent upon the specific semester of the program.

Dual Degree Issues: Graduate and professional students who are within 6 hours of earning their degree and who are in their last semester of their program may enroll in courses for another graduate degree if they have been admitted in advance to the new program. In such a situation, the maximum credit load still applies.

Undergraduate Students: Undergraduate students at Harding who are within 9 hours of earning the baccalaureate degree and who are in the final semester of their program may enroll for graduate courses if approved in advance by the program director or dean of the specific graduate program. Credit in graduate courses cannot be applied toward meeting baccalaureate degree requirements.



Graduation Requirements

The following are minimum requirements for graduation;

1. Complete and pass all coursework as determined by the student's specific program.
2. Comply with program guidelines regarding the maximum allowable transfer hours from other institutions.
3. Earn the grade point average (GPA) required by the student's specific program.
4. Complete and pass a Bible course as required by the student's specific program.
5. File a "Request for Degree" form and a signed degree evaluation audit with the program office at the beginning of the final term.*
6. Fulfill all financial obligations to the university.
7. Be recommended for graduation by the specific program/college.

*NOTE: When students apply for graduation, which should occur prior to the beginning of the final term, the student should meet with the adviser to complete and sign the graduation audit. Signatures of the student, adviser, 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. 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.

For purposes of minimum requirements for graduation, a graduate student may use any one catalog from the date of initial enrollment in the University up to and including the year of graduation from Harding. However, a graduate student may NOT so use a catalog that is more than eight years old at the time of the student's graduation. Please note that accrediting agencies or licensure requirements may mandate changes, necessitating program modifications. Students are encouraged to stay current with such changes and should consult with their advisors. The student bears the ultimate responsibility for completing a degree program.

Financial Policies

Tuition and Fees: (Effective August 2009)

Tuition per semester hour \$540.00

The tuition for Pharmacy students enrolled in 12 or more hours per semester for academic year 2009-10 is \$13,650 per semester. For a student enrolled in fewer than 12 hours per semester the tuition is \$722 per semester hour. The tuition is set annually by the Board of Trustees.

The tuition for the Physician Assistant Program will be distributed over 7 semesters. Each August the cost will be adjusted to reflect any price increase by the University. This price will then remain the same for 3 semesters (fall, spring, and summer) and then adjusted for the following academic year. For the 2009-10 academic year, the cost will be \$8640 per semester.

COURSE FEES

ART 501	83.00
ART 512	13.00
ART 545	99.00
ART 565	86.00
ART 575	14.00
ART 675	varies
BIOL 506	22.00
BIOL 508	29.00
BIOL 516	22.00
BIOL 552	22.00
BUS 600	102.00
CHEM 505	83.00
CHEM 511	48.00
CHEM 512	48.00
CHEM 550	48.00
COUN 606	20.00
COUN 611	75.00
COUN 613	75.00
COUN 656	51.00
COUN 787	75.00
CSD 619	153.00
CSD 629	153.00
CSD 639	153.00
CSD 649	270.00
CSD 659	270.00
ECED 514	92.00
ECED 582	106.00
ECED 665	100.00
EDFD 520	24.00
EDL 633	87.00
EDL 655	100.00
EDL 665	100.00
EDL 775	100.00
EDT 600	90.00
KINS 502	23.00

KINS 567.....	75.00
MFT 690.....	75.00
MFT 691.....	75.00
MFT 692.....	75.00
MFT 693.....	75.00
MGT 668.....	200.00
MHC 694.....	75.00
MHC 695.....	75.00
MHC 696.....	75.00
PHYS 515.....	48.00
PSY 540.....	122.00
SEED 514.....	92.00
SEED 519-531 (each).....	24.00
SEED 580.....	211.00
SEED 581.....	106.00
SEED 665.....	100.00
SPED 514.....	92.00
SPED 519.....	240.00
SPED 581.....	106.00
SPED 655.....	120.00
SPED 665.....	120.00
SPED 679.....	100.00

SPECIAL FEES

Auditing per hour.....	\$260.00
Doctoral Graduation Fee.....	\$150.00
Masters and Specialist Graduation Fee.....	\$135.00
*Parking Sticker (nonrefundable).....	\$26.00
Speech-Language Pathology Program per semester.....	\$200.00
**Technology/Academic Enrichment Fee per semester.....	\$220.00
Thesis Binding (two copies).....	\$30.00 Approx.

*Required for all graduate students taking classes at the Searcy campus.
**Each student enrolled in 10 hours or more will pay a special fee of \$220 per semester as a Technology/Academic Enrichment Fee. Students taking 9 or fewer semester hours will pay \$22.00 per semester hour.

Online Classes: Students need to check with their advisers concerning registration.

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 mailed in or made 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 Sept. 1 for fall and Feb. 1 for spring. 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 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. 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 with the respective graduate office. Please note that the Business Office manages the refund policy, not the individual programs. A prorated refund will be made according to an established refund schedule that takes into account the particular characteristics of each course (traditional, online, nontraditional term, etc.) Please contact the Business Office for more information.

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

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

Financial Aid

Financial aid is available to most Harding graduate students in the form of federal and private loans, graduate assistantships, veterans programs, and vocational rehabilitation programs.

These funds are administered wholly or in part by the Office of Financial Aid 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 finaidgrad@harding.edu.

Requirements: Application for aid should be made as follows:

1. Apply or be admitted to Harding University. Application forms are available from each graduate school office.
2. Complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.

In most cases, to qualify for federal aid, graduate students must be enrolled for at least 5 hours per term. Students seeking only teacher licensure or certification must be enrolled in at least 6 hours per term.

Financial aid awards are based on current federal and institutional rules. Students have the right to accept or decline any aid offered.

Return of Title IV Funds (Federal Aid): Students who receive Title IV federal loans or other federal aid 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 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
- Graduate PLUS Loan
- TEACH Grant

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 academic dean according to the last academic activity completed.

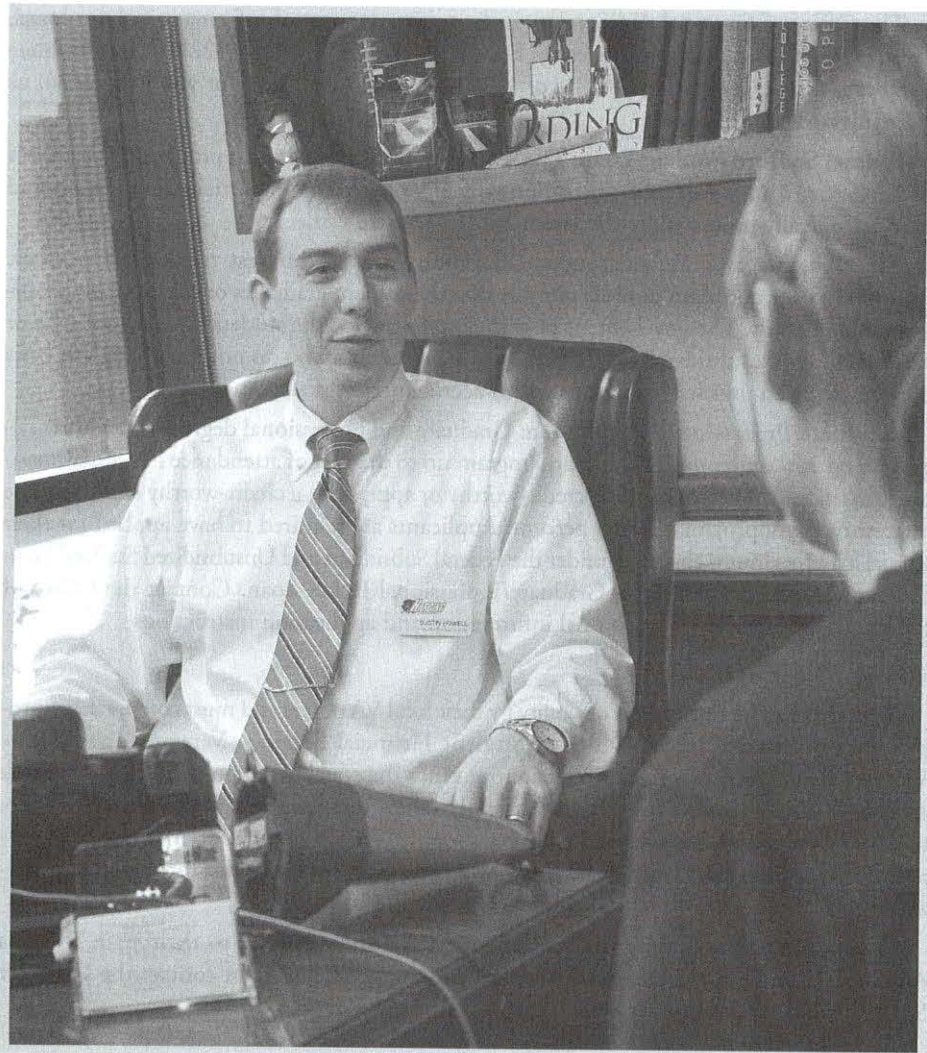
Financial Aid Probation and Suspension: Students who receive Title IV financial aid must make satisfactory progress toward a degree by maintaining a minimum 3.0 grade point average or as stipulated by the academic program. In addition, students must successfully complete at least 2/3 of all hours attempted 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 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.

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 dean of the graduate school. Appeals must be received at least 60 days prior to the term for which the student is appealing. Contact finaidgrad@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.

Ethics: Beyond academic requirements, in accepting financial aid the student incurs an ethical responsibility to observe the University Code of Conduct and fulfill his or her contractual financial obligations.



Scholarships

Teacher Education Assistance for College and Higher Education (TEACH) Grant Program: Provides grants of up to \$2,000 per semester (for a maximum of \$8,000) to students who intend to teach in a subject shortage area in a school that receives Title I funding. Please see www.teachgrant.ed.gov for conditions and eligibility guidelines.

Individual graduate programs may have scholarship opportunities available. Please check with the academic dean for details. To continue to receive awarded scholarships, students must meet the academic standards of that scholarship and abide by the University's code of conduct.

Graduate Assistantships: Assistantships may be available to full-time graduate students enrolled in specific programs. Contact the Graduate Studies Office at gradprograms@harding.edu or The Office of Graduate Programs, Box 10773, Harding University, Searcy, AR 72149 for further information, or visit www.harding.edu/gradprogram.

LOANS

The Office of Financial Aid Services is the primary source of information about loans. Contact the office at Harding University, Box 12282, Searcy, AR 72149-2282. The telephone number is 501-279-4257, ext. 4081, or 1-800-477-3243 (toll free); or you may e-mail us at finaidgrad@harding.edu.

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

Through this program the student may borrow at an interest rate of 6.8 percent. Repayment does not begin until six months after the student graduates or ceases taking a half-time load of study. The government pays the interest while the student is in school if he or she qualifies for a subsidized loan based on need. Students who do not qualify on the basis of need are given unsubsidized loans which accrue interest while in school.

Graduate/Professional PLUS Loan: Graduate and professional degree students are eligible to borrow under the PLUS Loan Program up to the cost of attendance less other financial assistance. Applicants must be credit-worthy or apply with a credit-worthy endorser. The interest rate is approximately 8.5 percent. Applicants are required to have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS Loan. Contact the Office of Financial Aid Services for additional information and application instructions.

VETERANS PROGRAMS

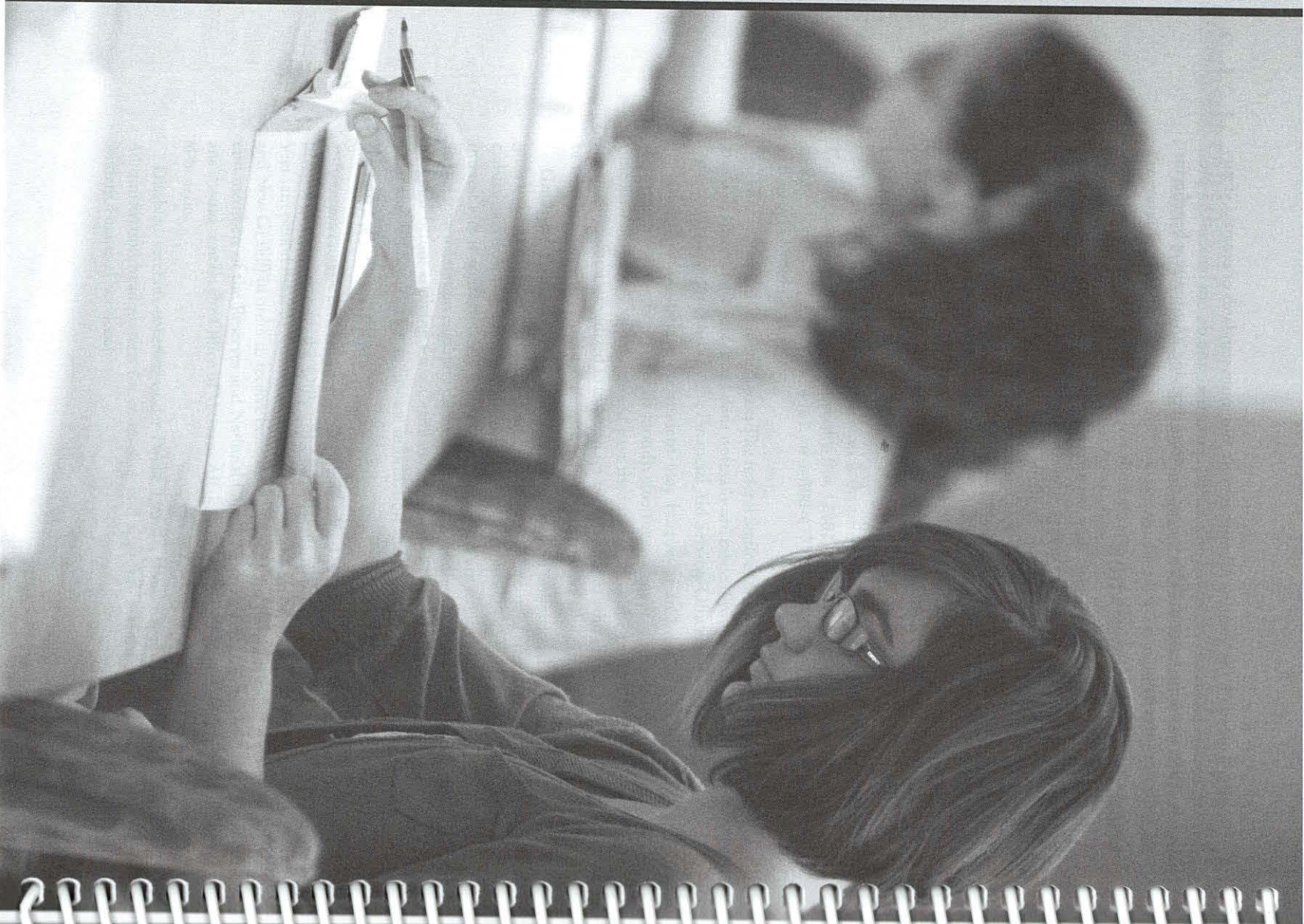
Veterans must be certified for eligibility by their local VA offices and must contact the appropriate representative in the Office of Student Financial Services. Veterans of the post-Vietnam period must have made contributions into the educational program (Montgomery and New GI Bill) in order to receive 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 students receive VA assistance, are placed on academic probation, and do not remove this probation within one semester, they will be suspended from receiving VA education benefits for the following semester.

VOCATIONAL REHABILITATION

If students are permanently disabled, they 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. Students should apply directly to the vocational rehabilitation counseling service of their state Department of Education and at the same time notify the Office of Financial Aid Services at Harding so that assistance may be given if necessary.



Graduate Programs in Bible and Religion

PROGRAM DESCRIPTION

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 provides vital foundational training for becoming and growing as a Christian servant. The College of Bible and Religion offers several degree programs at the graduate level presented from a Christian perspective and worldview with the goal of equipping God's people for effective ministry:

Master of Science in Marriage and Family Therapy: For more than 80 years, family values have been stressed to Harding undergraduate students. The university demonstrates its commitment even further by offering a challenging master's program in marriage and family therapy. The goal is to provide quality training that prepares MSMFT graduates to serve as counseling ministers in congregations, as counselors in community mental health agencies, as counselors in private mental health practices, and in various other capacities in psychotherapeutic settings. Degree requirements include 60 semester hours of coursework, 100 hours of faculty supervision, and 500 hours of client contact.

Master of Science in Mental Health Counseling: Mental Health Counseling is training in basic principles and practices of development, diagnosis, treatment, proper referral and prevention of mental and emotional disorders. When promoting optimal mental health, effective utilization of DSM-IV-TR and appropriate treatment plans are basic to practice. Awareness of community programs and interdisciplinary treatment teams provide a context for consultation, collaboration and effective services. Training in mental health counseling is graduate preparation in pursuit of professional credentials for Licensed Professional Counseling. Degree requirements include 60 semester hours of coursework and 280 client contact hours.

Master of Ministry: All Christians are called to ministry. By God's design, they are to be equipped for their ministries by certain individuals whom Christ has given to the church specifically for this purpose. It has been observed that the number of ministers equipped to serve in local congregations is declining. In recog-

nition of this growing need for capable ministers in the church, Harding University offers the Master of Ministry, a 36-hour non-thesis program, for promoting mastery in ministry — equipping people as congregational servants who can fully participate in building up the body of Christ.

Harding University's College of Bible and Religion is located in the McInteer Building on the university campus in Searcy.

FACULTY

DEAN: Monte Cox, Ph.D.

PROFESSORS:

Thomas C. Alexander, Ph.D.

Joe Brumfield, Ed.D.

Ross Cochran, Ph.D.

Lewis L. Moore, Ph.D.

Chair of Marriage and Family Therapy/
Mental Health Counseling

Cheryl K. Pollard, Ed.D.

Paul Pollard, Ph.D.

William Richardson, D.Min.

Director of Master of Ministry and CAMT

Daniel Stockstill, Ph.D.

Assistant Dean

Flavil Yeakley, Ph.D.

Director of Center for Church Growth

ASSOCIATE PROFESSORS:

Jerry Bowling, Ph.D.

Monte Cox, Ph.D.

Scot Crenshaw, Ph.D.

Adrian Hickmon, Ph.D.

Vann Rackley, Ph.D.

Randy Willingham, D.Min.

ASSISTANT PROFESSORS:

Scott Adair, M.Div.

Justin Moore, Ph.D.

ASSISTING FROM OTHER DEPARTMENTS:

PROFESSOR:

Dwight Ireland, Ed.D.

ASSISTANT PROFESSOR:

Kelly Elander, M.A.

MISSION OF THE COLLEGE OF BIBLE AND RELIGION GRADUATE PROGRAMS

The mission of the College of Bible and Religion graduate programs is to equip God's people for effective ministry. Currently, two master-degree programs are offered to prepare students for opportunities in counseling from a Christian perspective and worldview. The third master's program better prepares students to serve in a variety of ministry positions within local communities and/or congregations.

The motto of Harding University is "Developing Christian Servants." In the College of Bible and Religion we strive to ensure that every one of our graduates meets this goal. In order to accomplish this mission, we are committed to:

1. Awakening and deepening students' faith in God, and in the Bible as the revelation of His will;
2. Motivating students to study the Bible within a context of sound interpretation;
3. Training and motivating students for service in the local church, for Christian living, and for communicating their faith to others; and
4. Training students for service in ministry settings, including preaching, missions, religious education, youth ministry, teaching the Bible in an academic setting, and vocational ministry.

ACCREDITATION

The College of Bible and religion is accredited by The Higher Learning Commission of the North Central Association as part of Harding University.

PART ONE: CHRISTIAN COUNSELING PROGRAMS

The two graduate programs in Christian counseling share the same admission requirements and application procedures: the Master of Science in Marriage and Family Therapy (MSMFT) and the Master of Science in Mental Health Counseling (MSMHC).

Admission Requirements: Acceptance of an applicant by the Department of Marriage and Family Therapy/Mental Health Counseling is based on a review of all available evidence predictive of probable academic success and professional achievement. To be admitted to the graduate program leading to the Master of Science in Marriage and Family Therapy or

Master of Science in Mental Health Counseling, an applicant must comply with all general regulations of Harding University. In addition, an applicant must complete the application for admission to the graduate program and meet/complete the following admission requirements:

1. *Academic.* The applicant must hold a bachelor's degree from an accredited college and have an overall undergraduate grade point average of at least 2.75 with a minimum grade point average of 3.00 in all courses taken at graduate level at all schools attended. Applicants who have less than a 2.75 overall grade point average, but have relevant work experience since receiving the bachelor's degree, and who are otherwise judged qualified as indicated below, may qualify for admission by taking courses to strengthen academic preparation.
2. *Graduate Record Examination.* The Graduate Record Examination (General Aptitude) is required of all applicants and must be taken in time for scores to be on record by the April 1 deadline. The applicant should check immediately with the university testing office in his/her geographical area regarding the dates when the GRE may be taken. The MFT/MHC program at Harding University requires a minimum of 900 in combined verbal and quantitative scores.
3. *Diagnostic Assessment.* Applicants will take the Taylor-Johnson Temperament Analysis as a descriptive assessment of self and interpersonal dynamics. Married applicants are encouraged to have the T-JTA completed by their spouse to assist with relational assessment. Tests are provided at no cost by the Department of Marriage and Family Therapy/Mental Health Counseling.
4. *Personal and Work Experience.* Consideration is given particularly to those applicants whose personal and work experience demonstrates commitment to the field of marriage and family therapy. Personal experience and motivation are important qualifications, and they are assessed to the best of the MFT/MHC Program Committee's ability. Work experience in a helping profession is viewed favorably, e.g., counseling, social work, ministry, nursing, agency work, education, related volunteer work.

5. *Letters of recommendation.* A minimum of three letters of recommendation from those familiar with the applicant's academic and work experience is required. Applicants already working in the mental health field should obtain at least one letter of recommendation from a current supervisor. Letters of recommendation should attest to productivity in effort and personal integrity in lifestyle.
6. *Resume.* The applicant must attach a copy of his/her resume to the application materials.
7. *Statement of professional goals.* The applicant must write a statement of his/her professional goals, emphasizing those life experiences which are relevant to the field of marriage and family therapy/mental health counseling. This statement should enable the committee to learn more about the applicant as a person. The typed paper should address the following:
 - a. Why I want to be a therapist/counselor.
 - b. Critical incidents in my life that have most influenced my wanting to be a therapist.
 - c. My professional goals upon completing the program.
 - d. My strengths that will help me achieve my professional goals.
 - e. The areas in myself that need most attention during my training.
 - f. Why I am interested in pursuing this course of study at Harding University.
8. *Transcripts.* Transcripts of all undergraduate and graduate study must be submitted.



Application Procedure: All applications are screened and evaluated on a first-come, first-served basis. Applicants requesting scholarships must have applications mailed on or before April 1. Applicants are responsible for ensuring that all materials requested are received in the MFT/MHC office by this date.

Applicants entering as part-time students must have all their materials submitted prior to the beginning of the semester they wish to start.

The Application for Admission, GRE scores, a \$35 non-refundable application fee, and all other materials, including the letters of recommendation, should be forwarded to:

Dr. Lewis L. Moore, Chairman
 Department of Marriage and Family
 Therapy/Mental Health Counseling
 Harding University
 Box 12262
 Searcy, AR 72149-2262

Application Review and Selection of Candidates:

The admission process includes evaluation of your GPA, the GRE, letters of recommendation, your goals, the Taylor-Johnson Temperament Analysis, and an interview with faculty. The initial screening is based on the first four criteria. Students who are qualified are then invited for an extended introduction to our program and an interview with faculty. Final student selections are made shortly after the interviews and are based primarily on the perceived "fit" between the student and graduate programs. The screening of applications and notification of status is completed no later than April 30.

Prerequisite Coursework: It is recommended that the applicant have an undergraduate degree with major emphasis in one of the social/behavioral sciences, e.g., psychology, sociology, or in a closely related field. Background courses in learning theory, personality theory, behavior pathology, measurement, human development, and family relations are recommended. At least 6 semester hours in the behavioral sciences at the undergraduate or graduate level are required. Applicants lacking background courses may be advised to defer their applications until they are prepared to enter as regular graduate students.

Scholarship/Financial Aid Information: The following is a list of the scholarships available at present for students enrolled full time in the Marriage and

Family Therapy/Mental Health Counseling Program. All applications with scholarship requests must be received by April 1 for consideration.

General Half Tuition Scholarship: This scholarship is awarded based on a combination of academic excellence, professional goals, integrity, and financial need. There are currently five such scholarships available. Please contact the program director for more information.

Seth Decker Memorial Endowed Scholarship Fund: This scholarship was established in memory of Seth Decker, the son of Cendy and Dwight Decker, a member of the MFT graduating class of 1997.

Nancy Meadows Endowed Scholarship Fund for Marriage and Family Therapy: This scholarship was established to honor Nancy Meadows by her husband, Rusty Meadows, a member of the MFT graduating class of 1997. It is awarded based on scholarship, leadership, diligence, demonstrated capability, and financial need. Recipients shall maintain a satisfactory grade point average and a good reputation among faculty and students. The amount is determined on a yearly basis dependent on available funds.

Roger and Mary Luallen Marriage and Family Therapy Endowed Scholarship Fund: This scholarship is awarded to applicants who have completed at least one semester in the Marriage and Family Therapy program. Preference will be given to applicants who are members in good standing of the church of Christ. The amount is determined on a yearly basis dependent on available funds.

For more information about these scholarships, contact: Dr. Lewis L. Moore, chairman, Marriage and Family Therapy/Mental Health Counseling, Harding University, Box 12262, Searcy, Ark., 72149; phone 501-279-7400; or e-mail Dr. Vann Rackley at rackley@harding.edu.

Requests for other information regarding financial assistance should be directed to the Office of Financial Aid Services at 501-279-4257.

Specific Degree Requirements: Master of Science in Marriage and Family Therapy (MSMFT)

1. The Master of Science in Marriage and Family Therapy degree consists of 60 semester hours of course work, 500 hours of face-to-face direct-

client-contact therapy (with at least 250 hours being with couples and families), and 100 hours of faculty supervision (of which not more than 50 hours may be group supervision). Recommendation for the granting of the MSMFT degree requires the completion of prescribed course work with a minimum grade point average of 3.0 on a 4.0 scale and completion of the client contact and supervision hours.

2. After 20 hours of study are completed, the student's progress is reviewed by the MFT/MHC faculty and, should there be a need, options are suggested, e.g. additional course work, timeout from the program for personal growth experiences, reconsideration of vocational plans and academic alternatives, withdrawal from the program permanently or for a given period of time.
3. Clinical training integrates didactic and clinical material. Each of the required practica consists of a part-time clinical experience which is completed concurrently with didactic course work. A practicum typically results in 5-10 direct contact hours per week and includes such activities as supervision, staff meetings, community relations, and record keeping. Both in-house practica, with intense supervision by core MFT/MHC faculty, and off-site practica are provided to insure diversity of clientele and supervision.
4. Upon completion of two semesters, graduate students will be reviewed by the MFT/MHC committee and assess preparation for clinical practica. Students will be notified, in writing, if additional preparation is required prior to beginning the first clinical practicum: MFT 690, Marriage and Family Practicum.
5. Near the end of the summer semester in which the student is enrolled in MFT 690, Marriage and Family Practicum I, the student is formally evaluated by the MFT/MHC faculty with regard to personal preparedness for and admission to MFT 691, Marriage and Family Practicum. The faculty reviews such attributes as personal openness and maturity, motivation, ability to utilize supervision and establish clinical relationships.

6. In addition to completion of course work and 500 hours of therapy, students are required to demonstrate pre-professional competence in the following areas before final approval for graduation: personal maturity and integrity, adherence to Harding University's Code of Conduct, conceptual understanding of personal and interpersonal behavior, familiarity with marriage and family theory and therapy literature, coherent therapeutic methodology, insight into own personality, and sound ethical judgment culminating in a satisfactory internship experience.

CURRICULUM FOR MARRIAGE AND FAMILY THERAPY (MSMFT)

(listed in semester hours)

SEMESTER 1 (12 hours total)

MFT 600	General Systems Theory	3
MFT 630	Life Span Development/ Parent-Child Interaction	3
MHC 610	Basic Counseling Skills	3
MHC 611	Diagnosis of Abnormal Behavior/ DSM/Psychopathology	3

SEMESTER 2 (12 hours total)

MFT 601	Theoretical Foundations of MFT	3
MFT 616	Domestic Abuse (Physical and Sexual)	3
MFT 620	Ethical, Legal and Professional Issues	3
MHC 621	Communication and Language Models	3

SEMESTER 3 (12 hours total)

MFT 631	Human Sexuality and Sex Therapy	3
MFT 690	Practicum I	3
MHC 615	Group Process	3
MHC 640	Research Methods	3

SEMESTER 4 (9 hours total)

MFT 613	Marital Therapy	3
MFT 614	Whitaker and Brief Solution Focused Models	3
MFT 691	Practicum II	3

SEMESTER 5 (9 hours total)

MFT 692	Practicum III	3
MHC 612	Substance Abuse Counseling	3
MHC 650	Seminar in Professional Practice	3

SEMESTER 6 (6-9 hours total)

MFT 693	Practicum IV (if needed)	3
MHC 633	Psychopharmacology	3
MHC 641	Psychological Testing	3

Specific Degree Requirements: Master of Science in Mental Health Counseling (MSMHC)

- The Master of Science in Mental Health Counseling consists of 60 semester hours of credit work, 9 hours of which must fulfill the practicum/internship requirement. Practicum consists of at least 280 face-to-face client contact hours, supervised at a ratio of 5 to 1. Recommendation for the granting of the MSMHC degree requires the completion of prescribed course work with a minimum grade point average of 3.0 on a 4.0 scale and completion of the client contact and supervision hours.
- MHC students are required to demonstrate working knowledge of the DSM-IV-TR prior to beginning practicum. Students needing additional preparation will be delayed in practicum until faculty approval. Additional preparedness in integrating theory and practice, responding to supervision, and personal integrity/maturity must also be assessed and approved by faculty prior to beginning practicum.
- Near the end of the summer semester in which the student is enrolled in MHC 694, Mental Health Counseling Practicum, the student is formally evaluated by the MFT/MHC faculty with regard to personal preparedness for and admission to MHC 695. The faculty reviews such things as personal openness and maturity, motivation, ability to utilize supervision and establish clinical relationships.
- In addition to course work and required practicum/internship, students must show evidence of respect for and adherence to Harding University's Code of Conduct as outlined in the Graduate Catalog and the program Policy and Procedure Manual. Students entering the program read and agree, in writing, to the procedures and requirements of training.

**CURRICULUM FOR MENTAL HEALTH
COUNSELING (MSMHC)**
(listed in semester hours)

SEMESTER 1 (12 hours total)

MFT 600	General Systems Theory	3
MFT 630	Life Span Development/ Parent-Child Interaction	3
MHC 610	Basic Counseling Skills	3
MHC 611	Diagnosis of Abnormal Behavior/ DSM/Psychopathology	3

SEMESTER 2 (9 hours total)

MFT 616	Domestic Abuse (Physical and Sexual)	3
MFT 620	Ethical, Legal and Professional Issues	3
MHC 621	Communication and Language Models	3

SEMESTER 3 (12 hours total)

MFT 631	Human Sexuality and Sex Therapy	3
MHC 615	Group Processes	3
MHC 640	Research Methods	3
MHC 694	Practicum	3

SEMESTER 4 (9 hours total)

CED 605	Career Counseling	3
MFT 613	Marital Therapy	3
MHC 695	Practicum	3

SEMESTER 5 (9 hours total)

MHC 612	Substance Abuse Counseling	3
MHC 650	Seminar in Professional Practice	3
MHC 696	Practicum	3

SEMESTER 6 (9 hours total)

MHC 622	Social and Cultural Diversity	3
MHC 633	Psychopharmacology	3
MHC 641	Psychological Testing	3

PART TWO: MASTER OF MINISTRY PROGRAM

The purpose of the program is to equip more Christians as professional and non-professional ministers capable of serving effectively and encouraging others in Christian service in the local church and the world.

Students completing the Master of Ministry program will:

1. Demonstrate an ability to discern God's Word as the primary source of spiritual formation and ministry in order to integrate Bible knowledge with constructive ministry.
2. Demonstrate competence in communicating the Word effectively in a variety of settings.
3. Be able to integrate an understanding of God's will with the realities of the church's context and interpersonal dynamics in order to participate with fellow Christian in the process of articulating a ministry vision, setting goals and planning strategically, while exercising skill in managing conflict.
4. Demonstrate an ability to participate with others in pursuing spiritual health and growth, in discovering and developing gifts, and in exercising gifts in constructive ministry in the church.

Admission Requirements: Applicants should have a cumulative GPA of 2.75 in undergraduate studies and have completed the necessary prerequisites. (See prerequisite section.)

Application Procedure: Applicants should submit the following information:

1. An official transcript of work for the baccalaureate degree sent directly from a fully accredited degree-granting institution.
2. Two letters of reference from persons familiar with the applicant's ability to serve as a leader in ministry. Letters of recommendation should demonstrate that the candidate has been or can be a ministry leader.
3. A statement of goals in which the applicant reflects on why she or he wishes to pursue the degree in ministry and how she or he hopes to use the knowledge and skills gained through the program in future ministry.
4. Support of the local congregation. Due to the practical nature of this program, it is required that the student have the blessing of a local body of believers who will permit the student to complete course work within the context of that local church. The applicant will be provided with a form to be completed and submitted by the applicant's local church.

All materials should be submitted to:
 Dr. William Richardson
 Director of Master of Ministry Program
 Harding University
 Box 12280
 Searcy, AR 72149

Application Review and Selection of Candidates:

Each applicant must have an interview with the director of the program or his appointed alternate. Phone conferences may be done when circumstances prohibit face-to-face interviews.

Applicants are notified on the status of their application after the interview and after all submissions have been reviewed.

Provisional admission: Provisional admission may be allowed with a minimum 2.3 cumulative GPA. Probation is removed when the student has completed 12 semester hours of graduate work with a cumulative GPA of 3.0 or better.

Prerequisite Coursework: Applicants should have completed a minimum of eight courses (16 hours minimum) in undergraduate Bible courses from an accredited institution of which a minimum of four courses (8 hours minimum) are in the Biblical text. Applicants must also complete a Bible Interpretation course which can be taken either at the undergraduate level or as a part of their Master of Ministry course work (MMIN 603). Applicants who do not meet the minimum Bible requirements can receive provisional admission and take up to four hours (two courses) in undergraduate Bible concurrent with the first 12 hours of graduate studies. Provisional status is removed when 16 hours of leveling and graduate studies are completed with a GPA of 3.0 or better. Leveling courses do not count toward the 36-hour master's degree. Note: Up to six hours of undergraduate Bible credit may be satisfied by competency exam. Contact the Master of Ministry office for further information.

Other Program Requirements: High-speed Internet connection is required for optimal participation in online courses.

Transfer, International, and Non-Degree Seeking Students: *Transfer Students:* Up to six hours of graduate credit completed at an accredited institution of higher education may be accepted upon review of

applicability and/or equivalency and applied toward the MMIN.

Transferability of Course Work: The transfer of course work is determined by the receiving institution. Students who later wish to transfer to a graduate theological school accredited by A.T.S. must meet entrance requirements of those institutions which would determine the amount of credit, if any, to grant for work done in this program.

Non-degree Seeking Students: Individuals who wish to take courses in the MMIN program may do so on a non-credit basis for one half the cost of credit tuition.

Scholarships and Financial Aid: Master of Ministry students taking 5 credit hours or more each semester may qualify for financial aid. Interested students should contact the Office of Financial Aid at Harding University.

A number of scholarships are available to Master of Ministry students. Application for these scholarships can be made online at <http://www.masterofministry.com> Scholarships are awarded based on the following criteria:

- Scholarships that cover 40 percent of tuition are available for both full-time and part-time students. The criteria for these scholarships:
 - Category I - Full-Time Ministry
 - Member in good standing within churches of Christ
 - Working full-time in ministry within a local congregation of churches of Christ
 - Taking any number of hours within the MMIN program
 - Must maintain academic standing within the MMIN program.
 - Category II - Full-Time Student in Part-Time Ministry
 - Member in good standing within churches of Christ
 - Working a minimum of 10 hours per week within a local congregation of churches of Christ as a volunteer or salaried worker.
 - Taking a minimum of 9 hours/semester in the MMIN program
 - Must maintain academic standing within the MMIN program.

2. The Continuing Student Scholarship, which covers 25 percent of tuition, is intended to assist a student who is working as either a volunteer or salaried worker at a local congregation. The criteria:
 - Member in good standing within churches of Christ
 - Completed 12 hours in the MMIN program with a minimum 2.75 cumulative GPA.
 - Working a minimum of six hours per week within a local congregation of churches of Christ as a volunteer or salaried worker.
 - Taking any number of hours within the MMIN program.
 - Must maintain academic standing within the MMIN program.
3. The Shepherd's Scholarship, which covers 25 percent of tuition, is available for a student who is currently serving as an elder in a local church of Christ. The criteria:
 - Working a minimum of six hours per week as an elder.
 - Taking any number of hours within the MMIN program.
 - Must maintain academic standing within the MMIN program.

Academic Standing Requirements: A minimum cumulative grade point average of 3.0 on all MMIN coursework is required for graduation.

Undergraduate courses required as prerequisites for entering the Master of Ministry program are not calculated in the cumulative graduate grade point average required for graduation.

No grade below C is acceptable for graduate credit. Only six hours of C are permitted for the MMIN degree. Courses in which a grade of C has been received may be repeated and only the second grade will count. Courses in which a grade of B has been received may not be repeated. Courses in which a grade of D or F is made will not be counted toward the degree but will be used in figuring the GPA unless repeated. No course may be repeated more than once without permission of the professor.

Students accepted into the MMIN program are expected to progress in a manner that will ensure graduation meeting the minimum cumulative grade point average of 3.0.

Required Standards of Progress for students who are admitted unconditionally:

Academic Warning

- 1-12 hours, less than 2.75 GPA
- 13-24 hours, less than 2.95 GPA
- 25 hours-graduation, less than 3.00 GPA

Academic Probation

- 1-12 hours, less than 2.25 GPA
- 13-24 hours, less than 2.75 GPA
- 25 hours-graduation, less than 2.95 GPA

PLEASE NOTE: Students who enter the MMIN program under provisional admission must complete the first 12 hours with a cumulative GPA of 3.0. After the first 12 hours are completed with a cumulative GPA of 3.0 or more, the student is granted unconditional admission and subject to the schedule above.

1. Academic Warning status is an early warning to students who are in danger of being put on academic probation and restricts students to no more than 10 hours in a semester.
2. Academic Probation status limits students who are in academic trouble to enroll in no more than 6 credit hours per semester.
3. Academic Probation is lifted at the end of the semester in which the student raises his/her cumulative GPA to the "warning" level or above. Failure to remove academic probation after the completion of 9 additional hours of course work may result in the student being dismissed from the MMIN program.
4. Dismissed students will be placed on Academic Suspension for one semester. During this period, the student is not permitted to take graduate classes. Following a semester of suspension, the student may return to classes under Academic Probation status.
5. In all cases, a second dismissal will be final.

Degree Requirements for the Master of Ministry (MMIN):

1. The Master of Ministry degree program consists of 36 semester hours of credit work which may be completed either in-residence or online. Students must complete the required core courses including MMIN 601 (Orientation to MMIN), MMIN 611 (Theological Foundations of Ministry), MMIN 621 (Christian Ministry in Contemporary Culture), and one additional Theology course (MMIN 612, 613, or 614). Students must also complete a minimum of 18 semester hours of credit in ministry courses, 3 hours of which are comprised of ministry practicum completed in the context of a local congregation. To earn this degree, a student must complete the prescribed course work with a minimum grade point average of 3.0 on a 4.0 scale.
2. Master of Ministry students who live in the contiguous 48 states who are pursuing the degree online are required to participate in two courses offered on campus during J-Mester. J-Mester courses are typically offered the second week of January and are comprised of 20-24 hours of face-to-face lecture with the balance of the course work completed online during the same spring semester. Residents of Alaska and Hawaii, as well as international students, may apply to the director of the program for a waiver of this requirement.
3. Master of Ministry students must complete MMIN 699 (Integrative Capstone Project) during their last semester of study. Prior to graduation, students are required to participate in an assessment of their capstone project along with a review of a portfolio they are required to prepare for the assessment interview. This interview must be scheduled in coordination with the director of the program. Further information concerning these requirements is provided during the Orientation to MMIN course.

CURRICULUM FOR MASTER OF MINISTRY (MMIN)

(listed in semester hours)

1. Orientation (1 hour)
 - MMIN 601 Orientation to MMIN Program 1
2. Bible Interpretation, Theology and Ministry Context (6 hours)
 - MMIN 611 Theological Foundations of Ministry 3
 - MMIN 621 Christian Ministry in Contemporary Culture 3

One of the following three courses:

 - MMIN 612 Old Testament Theology for Ministry 3
 - MMIN 613 New Testament Theology for Ministry 3
 - MMIN 614 Ethics in Ministry 3
3. Biblical Study (0-6 hours)
 - MMIN 602 Research and Resources for Advanced Bible Study 3

NOTE: This course is required for students who did not have a biblical research course at the undergraduate or graduate level with a grade of B or better.

 - MMIN 603 Advanced Bible Study Techniques 3

NOTE: This course is required for students who did not have a biblical interpretation course at the undergraduate or graduate level with a grade of B or better.
4. Ministry Courses (18-24 hours)

NOTE: All of the three-hour courses listed below may be accompanied by a one-hour practicum. The optional practicum represents an additional practical component that is individualized and completed in the congregational context. (Each student must take a minimum of three practica concurrent with the three-hour course that it accompanies. A minimum of 18 hours in ministry courses are required.)

Ministry Courses: MMIN 631-638, 641-644, 651-656, 661-664

5. Other Courses (no more than one course in this category is allowed):
- | | |
|--|---|
| MMIN 672 Interdisciplinary Ministry Practicum | 1 |
| (Accompanies an approved interdisciplinary graduate course of 3 hours) | |
| MMIN 650 Guided Studies | 3 |
6. Capstone Project (2 hours)
- | | |
|---------------------------------------|---|
| MMIN 699 Integrative Capstone Project | 2 |
|---------------------------------------|---|

MARRIAGE AND FAMILY THERAPY (MFT)

600. GENERAL SYSTEMS THEORY. (3) Fall. A study of the historical development of systems theory and cybernetics as these relate to human interactions. An integration of these principles with clinical concerns and practical treatment issues. A conceptualization of the critical epistemological issues in marriage and family therapy.

601. THEORETICAL FOUNDATION OF MFT. (3) Spring. Major theories of marital and family relations and their therapeutic implications are examined. Attention is given to dysfunctional manifestations within family systems and factors related to family strengths. Students will be given a comprehensive survey of the major models of system change that will include but not be limited to: structural, strategic, intergenerational, contextual, behavioral, experiential, and systemic.

613. MARITAL THERAPY. (3) Fall. A focus on two major interdependent components: diagnosis/assessment and treatment processes. Within the context of marital and family systems, students will learn to diagnose and treat both dysfunctional relationship patterns and nervous and mental disorders within the marital dyad. An emphasis will be given to premarital counseling, human sexuality and treatment of sexual dysfunctions, dyadic interventions from a social-learning perspective, divorce, and remarriage.

614. WHITAKER AND BRIEF SOLUTION FOCUSED MODELS. (3) Fall. Theoretical underpinnings and clinical application of the Bowenian, Experiential, and Brief solution focused family therapy models.

616. DOMESTIC ABUSE (PHYSICAL & SEXUAL). (3) Spring. A study of marriage and family therapy with family abuse. Emphasis is on spouse and child abuse which includes physical, sexual, and emotional abuse. This course will address therapeutic approaches that address intervention in ongoing abuse as well as healing in the aftermath of abuse.

620. ETHICAL, LEGAL AND PROFESSIONAL ISSUES. (3) Spring. Students will be assisted in the development of a professional identity as a Marriage and Family Therapist and/or Mental Health Counselor. Areas of study will include professional organizations and their utility in the practice of therapy; licensure and certification; legal responsibilities and liabilities of clinical practice; family law; con-

fidentiality and privilege; AAMFT's and ACA's code of ethics; and interprofessional cooperation. The content of this course will be specific to the practice of marriage and family therapy and professional counseling.

630. LIFE SPAN DEVELOPMENT/ PARENT CHILD INTERACTION. (3) Fall. Theories and research in parent/child interaction and individual development throughout the life span.

631. HUMAN SEXUALITY AND SEX THERAPY. (3) Summer. A study of gender and sexuality as they relate to marital and family therapy. An emphasis will be placed on an introduction to sex therapy, understanding sexual dysfunctions.

690. PRACTICUM I. (3) Summer. Fee: See course fee schedule.

691. PRACTICUM II. (3) Fall. Fee: See course fee schedule.

692. PRACTICUM III. (3) Spring. Fee: See course fee schedule.

693. PRACTICUM IV. (3) Summer. Offered upon sufficient demand. Fee: See course fee schedule.

MENTAL HEALTH COUNSELING (MHC)

605. CAREER COUNSELING. (3) Fall. A study of the establishment and delivery of guidance information systems, kindergarten through adult, with emphasis on sources and uses of personal-social, occupational and educational information. This course is required for anyone planning to license in the state of Arkansas.

610. BASIC COUNSELING SKILLS. (3) Fall. Introduction and basic skill development in clinical practice. Attention is focused on therapist/client interaction and effective use of attending and influencing skills. General introduction to diagnosis and treatment of disorders is provided in context of case review and role playing experiences.

611. DIAGNOSIS OF ABNORMAL BEHAVIOR/ DSM/PSYCHOPATHOLOGY. (3) Fall. A concentrated study of the basic concepts of psychopathology including the development, description and treatment of psychological disorders. Knowledge of the principles of assessment from the DSM-IV-TR is heavily emphasized with a special focus on diagnostic criteria from all five axes. Hundreds of case study vignettes will be used as students learn to focus on information relevant to differential diagnosis in a wide range of clients exhibiting abnormal behavior, including clients from divergent cultures. Discussions of diagnostic considerations and coding will follow each set of assessments/evaluations. This course is designed to be a clear road map for making clinical judgements in negotiating the complexities of applying the DSM diagnostic system guidelines.

612. SUBSTANCE ABUSE COUNSELING. (3) Spring. Theoretical underpinnings and clinical applications of the Strategic and Structural therapy models as used with fam-

ily members presenting with substance abuse issues. The focus will be on the family dynamics and systemic patterns where at least one family member is a substance abuser. Both adolescent and adult substance abuse contexts will be studied.

615. GROUP PROCESSES. (3) Summer. An introduction to group dynamics and group processes as presented from a systems perspective. The uses of groups for support, prevention and therapy are explored.

621. COMMUNICATION AND LANGUAGE MODELS. (3) Spring. A theoretical and pragmatic study of communication and linguistic focused counseling. Course content includes the development and progression of communication theories and relevant contributors to linguistically based models. Contributors of interest will include such influential persons as Sullivan, Erickson, Bateson and Jackson and influential models such as Milan Systemic, Narrative and Collaborative Language.

622. SOCIAL AND CULTURAL DIVERSITY. (3) Summer. Study of unique characteristics of individuals, couples, families, ethnic groups and communities, and includes, but not limited to, the following: 1) attitudes, beliefs, understandings and acculturative expressions and learning activities; 2) therapeutic strategies for working with diverse populations and ethnic groups via models or theories of identity development; 3) cultural awareness of therapist regarding self, biases, prejudices and process of discrimination or behavior detrimental to individual and family development; and 4) ethical and legal considerations.

633. PSYCHOPHARMACOLOGY. (3) Summer. The study of physiological/medical aspects of mental illness and the medications that are used to treat specific common disorders.

640. RESEARCH METHODS. (3) Summer. Introductory course in research methodology and statistical analysis with attention to marital and family issues from both a quantitative and qualitative research perspective.

641. PSYCHOLOGICAL TESTING. (3) Summer. An examination of assessment tools appropriate for individual, marital, family and group therapy. Study provides nature and meaning of assessment, type of tests, statistical concepts and reliability, appropriate/ethical use with various populations. Focus is placed on application of assessment to case consultation and diagnosis.

650. SEMINAR IN PROFESSIONAL PRACTICE. (3) Spring. Didactic and experiential examination of principles and practices of therapy. Attention is given to skill acquisition and promotion of effective case conceptualization and treatment perspective. Additional focus is placed on roles and responsibilities in the counseling setting, community network of service, and professional development. Primary resources include video presentations of therapy, professional speakers, and various materials relevant to successful development of a counseling career.

694. PRACTICUM/INTERNSHIP. (3) Summer.

695. PRACTICUM/INTERNSHIP. (3) Fall.

696. PRACTICUM/INTERNSHIP. (3) Spring.

MASTER OF MINISTRY (MMIN)

601. ORIENTATION TO MMIN PROGRAM. (1) Fall, Spring, Summer. Introduction to the goals, mission and requirements of the MMIN program. Students develop skills for learning at-a-distance including the identification of personal learning styles and personality type. Students briefly explore library resources and discuss current issues in ministry. Students formulate their personal mission statement and develop strategies for the successful completion of the Master of Ministry program. Must be taken in the first semester of course work. Any exceptions must be approved by the director.

602. RESEARCH AND RESOURCES FOR ADVANCED BIBLE STUDY. (3) Spring. Introduction to research methods and resources for the study of the Bible and religion at the graduate level. Resources explored for lexical studies in the biblical text. Orientation to the writing standards required in the MMIN program. Required of all MMIN students who have not completed a Bible research course at the undergraduate or graduate level with a grade of B or better.

603. ADVANCED BIBLE STUDY TECHNIQUES. (3) Fall. Hermeneutic principles explored in light of Biblical genres, structure of the text and lexical features. Emphasis on application and relevance of exegesis for the modern church. Required of all MMIN students who have not completed a Bible interpretation course at the undergraduate or graduate level with a grade of B or better.

611. THEOLOGICAL FOUNDATIONS OF MINISTRY. (3) Spring. Exploration of the biblical and theological foundations of the nature of the church, the role of ministers in the Christian community, the assumptions, intentions and forms of ministry, and the relationship of ministry to the church's other expressions of its identity. Students will be guided to articulate their personal theology of ministry.

612. OLD TESTAMENT THEOLOGY FOR MINISTRY. (3) Fall of odd years. In-depth study and reflection of select Old Testament passages and an exploration of their application to current issues in ministry.

613. NEW TESTAMENT THEOLOGY FOR MINISTRY. (3) Spring. A study of the theology of New Testament authors with an emphasis on the way their theology undergirds the life and ministry of the church.

614. ETHICS IN MINISTRY. (3) Fall of even years. A moral theology of ministry is explored, along with a discussion of contemporary issues of morality in the home, church and society in order to formulate strategies for maintaining integrity in one's personal life and ministry.

621. CHRISTIAN MINISTRY IN CONTEMPORARY CULTURE. (3) Spring. An examination of the social trends and philosophical thought of post-Christian America and

an exploration of the role of the church in this contemporary context.

631. CHRISTIAN COMMUNICATION. (3) Summer. Exploration of communication as it pertains to Christianity. Building awareness and skills for Christians to communicate more effectively in the church, in the community, and in mass media. Planning church media marketing strategies.

632. CHRISTIAN COMMUNICATION PRACTICUM. (1) Summer. An individualized, practical component that provides hands-on experience in planning the advertising for a congregational event or annual budget, using Christian communication insights. Corequisite: MMIN 631.

633. EVANGELISM STRATEGIES. (3) Summer. How to reach persons with the gospel based on an incarnational model. Leading Christians and congregations in spiritual growth, (biological, transfer-in, conversion), extension (evangelism and church planting on American soil), and bridging (evangelism and church planting in foreign contexts).

634. EVANGELISM STRATEGIES PRACTICUM. (1) Summer. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of evangelism strategies. Corequisite: MMIN 633.

635. CHRISTIAN RELIGIOUS EDUCATION. (3) Summer. Designed to enhance the student's spiritual gift of teaching. An application of learning theory and models of teaching to Christian religious education. Students will explore multiple teaching methods and apply them through

guided experiences in the context of the local church in an effort to increase their teaching skills.

636. CHRISTIAN RELIGIOUS EDUCATION PRACTICUM. (1) Summer. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of religious teaching. Corequisite: MMIN 635.

637. ART OF PREACHING. (3) Spring. How to engage contemporary audiences constructively in the preaching moment through a variety of forms and strategies. Preaching effectively to diverse groups of hearers in light of cultural challenges in a variety of congregational and community contexts. The student will be instructed in how to develop a unique voice in connecting with those who hear and process messages differently.

638. ART OF PREACHING PRACTICUM. (1) Spring. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of preaching. Corequisite: MMIN 637.

641. PEOPLE HELPING. (3) Summer. Explores an understanding of human development and discusses positive ways of helping people in developmental and situational crises. Strategies are developed for helping prepare engaged couples for marriage and for enriching marriage and family. Grief and divorce recovery issues are explored, along with addictive behavior and dependence issues. Legal concerns for professional ministers and resources for referral are discussed.



642. PEOPLE HELPING PRACTICUM. (1) Summer. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of people helping. Corequisite: MMIN 641.

643. CONFLICT MANAGEMENT IN MINISTRY. (3) Spring. Understanding and managing conflict in the congregational context; intervention strategies and dispute resolution for churches in conflict; biblical theology for church empowerment. Demonstrates a model for relating biblical theological insights to insights from social sciences.

644. CONFLICT MANAGEMENT PRACTICUM. (1) Spring. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of conflict management. Corequisite: MMIN 643.

650. GUIDED STUDIES. (1-3) Offered upon sufficient demand. Reading, research, reports and practical ministry experiences individualized in arrangement with an assigned mentor. Students are required to submit a prospectus of study to the graduate office to gain approval for the guided studies. Students are permitted to take no more than either 3 hours of guided studies or 2 hours in an interdisciplinary course. Education students who elect to take this course must take it for a minimum of two hours.

651. SPIRITUAL FORMATION AND DISCIPLESHIP. (3) Spring of even years. An exploration and investigation of the process and practice of spiritual formation on both an individual and corporate levels. Exposure to classical disciplines and other disciplines is included to help on a personal level, in the process of mentoring, and in participating with the body of believers.

652. SPIRITUAL FORMATION AND DISCIPLESHIP PRACTICUM. (1) Spring of even years. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of spiritual formation and discipleship. Corequisite: MMIN 651.

653. SERVANT LEADERSHIP. (3) Fall. A study of the devotional/theological foundation of leadership, self-reflection that removes barriers to personal effectiveness, and the distinction between manipulation and legitimate influence. Participants will begin to identify and understand their own unique mixture of leading preferences, gifts, and skills they bring to leadership for the common good. The leaders as servant and mentor, as well as strategies for developing leadership potential in others are explored.

654. SERVANT LEADERSHIP PRACTICUM. (1) Fall. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of servant leadership. Corequisite: MMIN 653.

655. SMALL GROUP MINISTRIES. (3) Summer of odd years. An examination of the biblical and theological founda-

tions of small group ministry, along with an exploration of available literature and other group dynamic resources in an attempt to discover the place of small groups in the local church in terms of evangelism, edification and leadership development.

656. SMALL GROUP MINISTRIES PRACTICUM. (1) Summer of odd years. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of small group ministries. Corequisite: MMIN 655.

661. CONGREGATIONAL MINISTRIES. (3) Fall. Motivating and training Christians for ministry. Participants will learn how to administer gifts inventories and apply a model for equipping Christians to serve in ministries of benevolence, edification and evangelism.

662. CONGREGATIONAL MINISTRIES PRACTICUM. (1) Fall. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of ministry training in the church. Corequisite: MMIN 661.

663. WOMEN'S MINISTRIES. (3) Spring, odd years. Designed to prepare the master's-level female student, incorporating all aspects of a woman's life into her ministry. This class has a holistic approach and studies women's ministry from theological, theoretical, and practical viewpoints. Students will learn to articulate their role in the church theologically, and have a background in women's ministry theory. In addition the practical needs of students will be addressed through presentations, applications, and discussions aimed at tooling them for effective ministry in their local congregation. It is recommended that students take MMIN 653 Servant Leadership prior to MMIN 663.

664. WOMEN'S MINISTRIES PRACTICUM. (1) Spring. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to increase their mastery of women's ministries. Corequisite: MMIN 663.

672. INTERDISCIPLINARY MINISTRY PRACTICUM. (1) Fall, Spring. An individualized, practical component that provides hands-on experience in the congregational context for students wishing to take an interdisciplinary course at the graduate level. The experience will be coordinated and evaluated by the director of the MMIN program in consultation with the instructor of the approved course.

699. INTEGRATIVE CAPSTONE PROJECT. (2) Fall, Spring, Summer. Students are instructed in determining congregational needs and creating, implementing and assessing effective interventions for resolving obstacles to congregational development. As the culmination of the MMIN program, participants are challenged to integrate course work with congregational challenges. Student portfolios are completed and presented as part of this capstone experience. Can be taken only in the final semester of course work.

Master of Business Administration Program

PROGRAM DESCRIPTION

The mission of the College of Business Administration is to prepare Christian business professionals for lives of service. Currently, the College of Business Administration Graduate Studies offers the following degree:

Master of Business Administration in Management and Business Ethics (MBA) with the option of multiple concentrations:

- Accounting
- Health Care Management
- Information Technology Management
- International Business
- Leadership & Organizational Management

This degree program is highly flexible because it is designed with the needs of working professionals in mind. Students will take a minimum of twelve 600-level courses to a maximum of fourteen 600-level courses, of which ten are core courses required of everyone.

Students may choose from two tracks. Each track will normally lead to the MBA degree in 18-24 months.

The Accelerated Track: This program of study requires the completion of 36 hours (10 core courses of 3 hours each plus 2 elective courses of 3 hours each).

The Concentration Track: This program of study requires the completion of 42 hours (10 core courses of 3 hours each plus 4 elective courses of 3 hours each). Students may choose to take 2 additional electives, a total of four, in one concentrated area to obtain a concentration for their degree. The MBA curriculum at Harding has been uniquely designed to serve several constituent market needs at once. Students who wish may choose a concentration area that serves one of these constituent markets. The available concentration areas are: Accounting, Health Care Management, Information Technology Management, International Business, and Leadership & Organizational Management.

Students entering either of these tracks will be evaluated upon entry and will be given structured guidance to help them plan their journey through the MBA curriculum.

FACULTY

DEAN: Bryan D. Burks, D.B.A., CPA

PROFESSORS:

James Behel, Ph.D.

Director of Business Graduate Studies

Phil Brown, Ph.D.

Chair of Accounting Department

Budd Hebert, Ph.D.

Director of International Business Department

Randall M. McLeod, J.D.

Director of Professional Sales Department

George H. Oliver, M.S.A.

Director of Human Resources Department

Robert H. Reely Jr., Ed.D.

Associate Executive Director of American

Studies Institute, Dean of Lifelong Learning

Marvin Hilliard Robertson, J.D.

Stephen L. Williams, D.B.A.

ASSOCIATE PROFESSORS:

Rich Brown, Ph.D.

Bryan Burks, D.B.A., CPA

Marguerite Cronk, Ph.D.

Director of Management Information

Systems Department

Mark Davis, D.B.A.

Associate Dean, Chair of Marketing and

Business Department

Allen Frazier, Ph.D., Chair of Management

Department

Mike Oliver, D.B.A.

Jim Shelton, Ph.D.

ASSISTANT PROFESSORS:

Teresa Chance, M.B.A.

Glen Metheny, M.B.A.

Director of Business Professional Studies

Kenneth Moran, M.B.A.

MISSION OF THE COLLEGE OF BUSINESS ADMINISTRATION

The mission of the College of Business Administration is to prepare Christian business professionals for lives of service.

With the mission as our focus, the MBA Program strives to achieve the following program outcomes (1) Students will demonstrate effective management knowledge and skills in Christian business ethics, (2) Students will demonstrate effective management knowledge and skills in critical thinking process, (3) Students will demonstrate effective management knowledge and skills in problem solving techniques, and (4) Students will demonstrate effective management knowledge and skills in communication skills.

ACCREDITATION

The College of Business Administration is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

AREAS OF CONCENTRATION

Concentration areas provide students with the option to individualize their MBA program to meet personal career objectives. The concentration areas available to students in the College of Business Administration are the following:

Accounting

ACCT 671	Advanced Financial Accounting and Reporting
ACCT 672	Accounting Environment and Concepts
ACCT 673	Advanced Auditing and Attestation Theory
ACCT 674	Advanced Accounting Regulation
ACCT 675	Special Topics in Accounting

Health Care Management

HCM 671	Advanced Concepts in Managed Care
HCM 672	Foundations of Health and Wellness
HCM 673	Health Care Information Systems
HCM 674	Advanced Principles of Health Care Management
HCM 675	Special Topics in Health Care Management

Information Technology Management

IT 675	Special Topics in Information Technology Management
IT 680	Management Information Systems
IT 681	Knowledge Management
IT 682	Managing Technological Innovation
IT 683	Project Management
IT 684	Corporate Information Technology Strategy

International Business

IB 641	International Marketing
IB 642	Multicultural Economic Development
IB 643	International Trade
IB 644	Multinational Business Management
IB 645	Special Topics in International Business
IB 662	International Business

Leadership & Organizational Management

MGT 657	Operations Management
MGT 661	Human Resource Management Systems
MGT 664	Paradigms of Leadership
MGT 665	Leadership Theory & Practice
MGT 667	Evolution of Management Thought
MGT 669	Organization Theory & Design
MGT 675	Special Topics in Management
MGT 690	Conflict Management in Business

ADMISSION REQUIREMENTS

As a general rule:

1. A baccalaureate degree (in any major) from a regionally accredited college or university with a minimum undergraduate grade point average of 2.5 (on a 4.0 scale). Persons with less than a 3.0 GPA will be admitted provisionally.
2. TOEFL results for international students (550 PBT, 213 CBT or 80 IBT minimum score, no older than five years), or demonstrated performance at a U.S. institution of higher learning.

APPLICATION PROCEDURE

The MBA programs at Harding University operate on a semester basis (fall, spring and summer). Students may begin study in August for the fall semester, in January for the spring semester, and in May for the summer semester. Students will be required to complete the MBA Tutorial (BUS 600). This online orientation provides students with essential information about Harding and the MBA program.

Applicants are urged to apply as early as possible in order to avoid being denied entrance due to lack of space.

The College of Business Administration has instituted a self-managed application process. An application form for admission to the MBA program may be obtained by calling the Center for Business Professional Studies, 501-279-5851, or from the Harding University Web site, at www.harding.edu/mba.

The completed application form should be sent to:
 Business Graduate Studies
 Harding University
 Box 10774
 Searcy, AR 72149-0774

The following is required to be on file in the MBA admissions office before an application is considered complete:

- Master's program application form
- \$35 application fee (subject to change)
- TOEFL scores (international students)
- Graduate and undergraduate transcripts*
- Two (2) completed MBA recommendation forms
- Writing sample (essay questions in application form)
- Proof of immunization form

Upon receipt of the completed application, the Admissions Committee will begin the admissions review process. To speed the admissions process, applicants should collect copies of transcripts and recommendation forms and forward them as a package to the MBA Office. It should be noted that all undergraduate and graduate course work must be supported by official transcripts sent directly from the original school to the MBA admissions office at Harding. (NOTE: If the baccalaureate degree was earned at Harding, the Registrar's Office can send a "Campus

Copy" of the transcript directly to the MBA admissions office).

*Note: Initial submissions may contain unofficial copies of documents to speed admissions consideration, but original official copies must be sent directly to the MBA admissions office, and the admissions packet will not be considered complete until official copies of these items have been received.

When the application is complete, an admissions decision can usually be made within two weeks. Applicants are urged to complete their applications early in the review period, as openings may be filled well in advance.

APPLICATION REVIEW AND CANDIDATE SELECTION

Entrance into the masters-level graduate business program at Harding University is selective. The Admissions Committee seeks to admit the best-qualified individuals from a large applicant pool.

In reviewing an application and the accompanying essays from the potential student, many different indicators of performance are evaluated, including undergraduate and graduate records, work history, recommendation letters and extracurricular activities. Additionally, an attempt is made to see if there is congruence between the program's goals and the applicant's interests, as well as an attempt to determine student motivation for seeking the degree.

We seek candidates who are academically strong and who will not only benefit from, but also contribute to, the program. Undergraduate study in business is not required for admission. Additionally, work experience is not required for admission to the program, but will strengthen most applications.

In reviewing students for admission, a variety of criteria are considered. These criteria are used to determine the candidate's demonstrated or potential abilities as a student, manager and leader. While not all inclusive, these are some of the indicators examined by the Admissions Committee: past academic performance, general intellectual ability, demonstrated ability to assume responsibility and achieve measurable results, personal statements made by the applicant (including goals, challenges and experiences), interpersonal and communication skills, and two letters of recommendation.

Students may be granted admission based on the following criteria*:

Fully Matriculated Standing: Students entering the program with an undergraduate GPA of 3.0 or higher, and who have completed all documentation necessary for entry, may be admitted without condition.

Provisional Standing due to Incomplete Documentation: Students entering the program who have not completed all documentation necessary for entry may be granted provisional admission with the condition that all necessary documentation be submitted prior to the student's enrollment for the first semester. Upon receipt of all materials, the student will be granted full matriculation.

Provisional Standing due to Academic Reasoning: Students entering the program with an undergraduate GPA of 2.99-2.50 may be granted provisional admission with the condition that the student maintains a GPA of no less than 3.0 on the first 9 hours of graduate work completed. Upon satisfying this condition, the student will be granted full matriculation.

NOTE: The MBA Program Admissions Committee will meet during the last week of the last month of the semester (after all grades have been posted) to determine the status of any student in provisional standing due to academic reasoning. The student will be notified as soon as is practical if any changes in status are deemed necessary by the committee.

*Students may be admitted to the program under both provisional standing due to completion of records and provisional standing due to academic reasoning.

PREREQUISITE COURSE WORK

Based on their transcript records, students entering the MBA program are evaluated regarding their exposure to common business proficiency components. Proficiency is indicated if the student has had reasonable exposure (experience or coursework) in each of these major areas: economics, finance, research and/or statistics, and accounting. In some cases, a student may need only one or two leveling or approved primer courses to satisfy the common business proficiency component. Students may be given the option to acquire such course work at the undergraduate level and enter the MBA program. If such arrange-

ments are made, the student must satisfy the prerequisite before taking the same course in the MBA program. For example, a student may not take BUS 651, Financial Management, before clearing the undergraduate prerequisite. Under no circumstances may students take an undergraduate prerequisite at the same time as they are taking the related graduate course.

The College of Business Administration reserves the right to require additional course work in any area if it is deemed that a student's prerequisite preparation is deficient.

OTHER PROGRAM REQUIREMENTS

Course Load: Students are considered to be full-time students if they are taking 9 graduate hours. The maximum number of courses which may be taken in any semester is four (12 semester hours). There is no exception to this policy.

Computer Requirements: Each student entering the MBA program at Harding University must have convenient access to a personal computer and the Internet. Students will be expected to provide any hardware, software, or other technical resources necessary to communicate in an online environment. This is especially important for those taking online courses. Harding uses Moodle as the interface for online classes as well as web support for some traditional on-ground classes. This is an asynchronous platform allowing students and instructors to visit the classroom independently during the class week. You will be provided detailed instructions regarding accessing and using this system.

Harding University's Web portal, Pipeline, is continuously available for student and faculty access, and is an integral part of the communication link in the MBA program, providing convenient access to Harding's email platform.

As a minimum, the student should provide the following hardware and software specifications:

1. A modern computer with 5-10 GB of hard drive space available. We recommend investing in Norton Anti-Virus or McAfee Anti-Virus software with an update subscription.
2. An Internet connection of at least 56K bandwidth is required. DSL, cable modem, or other broadband communication is recommended.

3. A CD burner or a USB “thumb drive” may be beneficial for transporting and sharing project information.
4. Microsoft Office suite of products will be the standard office tools used in the program. Students are required to have versions of Microsoft Word, Excel and PowerPoint that are no more than two versions old (i.e. in 2009, either Office 2003 or Office System 2007 products are acceptable). This software is available at special student pricing through the Harding University Bookstore (HUB).

Access to online information: The online world provides an opportunity to be in touch with fellow students, with faculty, and with administrators on an almost constant basis through the Moodle platform.

Due to the breadth of our coverage, the following guidelines are used:

1. Every student is expected to check for announcements and information posted online regularly. Even in terms when students are not enrolled in a course and have no need to be online, they should make it a habit to log in at least weekly to check for announcements and other valuable information.
2. Registration may be accomplished completely online. If students are not logging in regularly, they may miss registration and possibly a course needed to stay on schedule.
3. Online students have “recreational” access to their MBA peers. This can be valuable in their studies and networking.

In short, we expect students to be online regularly. We post anything of importance online, typically by Harding e-mail. It is the students’ responsibility to keep current.

Elective Course Work: The MBA program offers excellent flexibility through the scheduling of elective courses in each of the three major terms. Students are encouraged to take the elective courses which most closely satisfy their career goals. Those taking such courses outside the College of Business Administration should talk with their adviser to make sure the course will count toward the MBA.

Full-Time Option – All Tracks: The full-time MBA program is an integrated 12-15-month program of study. Although many students will enter

with differing requirements, all students will emerge together at the end of the process. Every student shares the core business experience spread out over several terms. The program begins with an emphasis on essential skills necessary to be successful in Harding’s MBA program. Students move on to explore core business fundamentals presented in a logical flow to facilitate the learning process, culminating in an experiential capstone course.

One of the unique things about the Harding MBA is that every course includes an emphasis on Christian business ethics, presentation skills, critical thinking processes and problem solving — all necessary skills to succeed in the business world. Another strength of the program is that each track is offered simultaneously, thus giving students from one track the opportunity and flexibility to add courses to their program of study which may suit their individual career goals and aspirations.

Part-Time Option: Individuals may elect to pursue their MBA degree on a part-time basis. The curriculum is presented in the Harding MBA in such a way that students can plan for and “slow down” the process if they so desire. One traditional concern of most part-time graduate students is the lack of continuity in both curriculum and class make-up. The program is structured to eliminate this classic concern. Multiple core courses are offered each term. The arrangement of courses allows the student to become a member of a class, and provides the opportunity to establish relationships with other students who desire to work at a slower pace. The program is designed to allow a student to complete all degree requirements in as little as 12-15 months. Working at a slower pace, the student may expand this time window.

As a general rule, MBA classes are conducted through three formats: weeknight, weekend or online. Weeknight classes meet one night a week for 8 weeks from 6-9:45 p.m. (for example, Monday, Tuesday or Thursday nights). Because of the compression of the summer term, courses typically meet from 6-9:45 p.m., two nights a week for four weeks.

Weekends meet for three weekends, not consecutive, on Friday from 6-9 p.m. and Saturday from 8 a.m.-4:30 p.m. Online classes are conducted in six-week blocks with two blocks per semester. To ensure successful progression through the course, students are

strongly advised to participate five out of seven days per week.

Course Work in Other Colleges of Harding University: While the majority of course work at the graduate level is taken in the College of Business Administration, a student's particular career objectives may make it desirable to take some course work in colleges outside of the College of Business Administration. Students have access to course work in most colleges of the University, providing they have the course prerequisites.

Students desiring to include course work from outside of the College of Business Administration should obtain approval from the director of the MBA Program before enrolling in these courses. Specific policies governing approval are the following:

- Course work must be related to the student's program of study.
- Course must be offered for graduate credit at a 600 level or higher.
- Course must count as credit toward degree for graduate students majoring in the department offering the course.

A maximum of three courses may be transferred from another graduate program with the approval of the director of the MBA Program. All such courses must be 600-level or higher.

MBA Course Work Taken in Other Graduate Programs at Harding University: The College of Business Administration offers its course work to graduate students in a number of disciplines throughout the University. Occasionally, after taking business administration course work as part of another degree program, the student may wish to earn a graduate business degree.

A maximum of two graduate-level business courses taken in other Colleges of Harding University (prior to formal admission to the MBA degree program) will count toward the degree, provided those courses are 600-level or higher and are business related.

Students whose future plans include an MBA degree should seek admission to the College of Business Administration as early as possible in order to receive appropriate guidance in planning their programs of study.

Program Advisers: The Director of Business Professional Studies will serve as the adviser to MBA students.

PLEASE KEEP THIS IN MIND: Although program advisers are happy to offer assistance, it is the student's responsibility to become familiar with all degree requirements and to enroll in appropriate courses.

TRANSFER, INTERNATIONAL AND NON-DEGREE SEEKING STUDENTS

Transfer students: In general, graduate students complete all degree requirements at Harding University. However, recognizing that students are subject to relocation for personal or professional reasons, the University has provided for a limited amount of transfer credit. Students entering either track will be evaluated upon entry and will be given structured guidance to help them plan their journey through the MBA curriculum.

Specific policies governing transfer credit are as follows:

A maximum of five courses may be transferred from another accredited graduate program with the approval of the Director of Business Graduate Studies. In very special or unique circumstances, the dean may allow a sixth course to be transferred from another institution. In no instance may students complete less than one half of their degree program at Harding University.

When approved by the Director of Business Graduate Studies, students may take courses from another graduate school after matriculation.

Only courses for which there is a Harding University equivalent can be considered for transfer credit.

Corporate Strategy and Planning (MGT 668) and Ethics in Management Skills and Analysis (MGT 600) must be taken at Harding University. Ethics, Legal and Social Issues in Business (BUS 601) must be completed at Harding University or a church-affiliated institution.

Course work accepted for credit at Harding must have been completed within the immediate seven years prior to matriculation. For students with significant and continuing work experience, the Director of Business Graduate Studies may waive

the seven-year rule for acceptance of graduate courses from an accredited institution.

International Students: The University requires all international applicants for whom English is not the first language or who have not graduated from an American university to take the Test of English as a Foreign Language (TOEFL). Official score reports must be sent directly to the University from the Educational Testing Service (ETS). Applications for the test may be obtained from the Harding University Testing Office at Box 12250, Harding University, Searcy, AR 72149, or at 501-279-4415, or by contacting Educational Testing Service, TOEFL, CN 6151, Princeton, NJ 08540-6151, USA. Students who have already demonstrated proficiency in the English language are exempted from this requirement.

Non-degree seeking students: Harding University welcomes students who do not wish to earn a graduate degree, or who are working to earn such a degree at another university (and desire to take a maximum of three courses at Harding). Students who have been admitted to another accredited graduate school program and wish to take courses for transfer may establish non-degree status by submitting an application for admission and either a letter of good standing or a graduate transcript indicating good standing from the other institution.

Non-degree seeking students may not enroll in graduate courses in the College of Business Administration unless they have been granted unconditional admission to another accredited College of Business Administration or another graduate program of Harding University. If admission has not been established at another institution, such applicants must meet all of the admission requirements for degree candidates in the MBA program at Harding.

Individuals wishing to enroll in classes as transient (non-degree-seeking) students may take up to three courses providing they meet all prerequisites and there is space available in the class. (Some classes may require permission of the instructor).

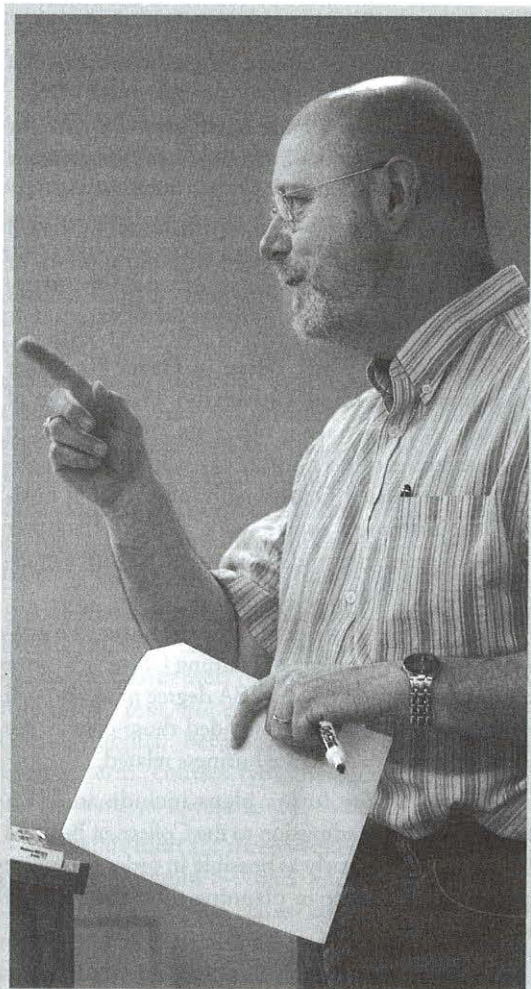
SCHOLARSHIPS AND FINANCIAL AID

Graduate Assistantships are available on a competitive basis.

ACADEMIC STANDING REQUIREMENTS

The faculty of the College of Business Administration recognize that academic disciplines in business change rapidly, and graduate students need an up-to-date curriculum relevant for today's managers. To achieve this goal, the following policies have been established:

Any student admitted to a master's program but unable to matriculate during the semester admitted must request in writing permission to defer admission until a later term. Deferred admission, if approved, will be honored for one calendar year. Students wishing to begin their studies more than one year after admission is granted must reapply for admission and be evaluated under current admission standards.



Any student who must take time off from graduate studies is required to submit a written request for a leave of absence to the Director of Business Professional Studies if the student expects to be absent more than one semester.

Graduate students are expected to make steady progress through the program.

The Director of Business Professional Studies will review the progress of students who do not satisfactorily complete at least five graduate courses in an academic year (Fall term through Summer II term).

A student not satisfactorily completing at least one course in three consecutive terms will be declared "inactive" and must reapply for admission before being permitted to return to the program.

Grading System

Grades of A (4.0), B (3.0), C (2.0), I (Incomplete) or F (0.0 – Failing) are given for graduate course work in the College of Business Administration. The Registrar’s Office automatically changes an I (Incomplete) grade to an F if it is not removed by the following dates: Fall “Incompletes” must be removed by Friday of the eighth week of the spring semester; spring “Incompletes” must be removed by July 1; summer “Incompletes” must be removed by Friday of the eighth week of the fall semester. A student should not re-register for a course in which an Incomplete was received. The staff in the MBA office can advise as to the proper procedures for the removal of an Incomplete. In timing the removal of an Incomplete, students must remember the following: Professors have at least 14 days to read and grade papers or other materials submitted to remove an incomplete.

A minimum grade point average of 3.0 on all MBA coursework is required for graduation. Undergraduate courses required as prerequisites for some graduate courses are not calculated in the cumulative graduate grade point average.

Grades earned in graduate courses taken as electives within the University, but outside the College of Business Administration will be calculated in the overall grade point average, if accepted for credit toward the MBA degree program.

A grade of “F” (Failing) is calculated in the grade point average as number of credit hours attempted, no

quality points earned. Generally, any student who receives two “F” grades is dismissed automatically from the master’s program.

If an “F” is received in a required course, that course must be repeated. No course may be repeated more than once.

Any course taken on an audit basis will not count toward degree requirements and cannot be repeated for credit.

Fully matriculated students must earn a cumulative GPA of 3.0 in order to graduate. A student fully accepted into the MBA Program is expected to progress satisfactorily. The following model is provided in order to ensure students a successful and timely completion of the MBA Program:

Academic Warning

- 1-12 hours, less than 2.75 GPA
- 13-24 hours, less than 2.95 GPA
- 25-graduation, less than 3.00 GPA

Academic Probation

- 1-12 hours, less than 2.25 GPA
- 13-24 hours, less than 2.75 GPA
- 25-graduation, less than 2.95 GPA

Academic Discipline:

1. Academic Warning status is an early warning to students who are in danger of being put on academic probation, and as such, does not carry any restrictions.
2. Academic Probation status limits students who are in academic trouble to enroll in no more than 9 credit hours per semester. Students under Academic Probation are not eligible to represent the University in extracurricular activities.
3. Academic Probation policy applies to fall, spring and summer semesters. Upon the completion of the probationary terms, Academic Probation is lifted at the end of a semester. Failure to remove Academic Probation status the following semester may result in the student being dismissed from the MBA Program.
4. Students that have been dismissed will be on Academic Suspension for one semester. During the suspension period students will not be allowed to take any graduate classes. After the suspension is lifted, the student may return to classes under Academic Probation status.

5. If a student receives a "failing" grade in any course during the first semester of enrollment, he or she may be dismissed from the MBA Program.
6. The decision to dismiss a student for failure to meet the required standards of progress does not preclude the student from returning to Harding University in a later semester.
7. In all cases, a second dismissal will be final.

DEGREE REQUIREMENTS

All required work for the MBA degree must be completed within seven calendar years from the date of enrolling in the first graduate course.

Portfolio Requirement: In addition to completing the hours required, the student must also present an academic portfolio to a review committee during the final semester of work. The portfolio will be evaluated for compliance, content and quality as specified in the detailed Portfolio instructions, available in the MBA office. The portfolio will consist of papers, projects and cases accumulated in several of the completed courses. A narrative must be included to integrate the portfolio components with the MBA learning outcomes. Specific details of the format and content of the Portfolio requirement is available in the MBA office.

CURRICULUM

(listed in semester hours)

Core (30 hours):

The Master of Business Administration curriculum consists of the following 30-hour program, in addition to electives determined by track selected.

ACCT 655	Accounting Theory and Practice	3
BUS 600	MBA Tutorial	0
BUS 601	Ethics, Legal and Social Issues in Business	3
BUS 640	Ethics in the Legal Environment	3
BUS 651	Financial Management	3
BUS 652	QBA/Research	3
ECON 653	Applied Theory of Economics	3
MGT 600	Ethics in Management Skills and Analysis	3
MGT 650	Managing People and Organizations	3
MGT 668	Corporate Strategy and Planning	3
MKTG 654	Marketing Management	3

NOTE: In addition to their chosen track, students are required to complete an ethical integration portfolio.

Accelerated Track (36 hours)

Core (30 hours)

Electives (6 hours): To be selected from the following 600-level categories: ACCT, HCM, IB, IT, MGT

Concentration Track (42 hours)

Core (30 hours)

Electives (12 hours): To be selected from the following 600-level categories: ACCT, HCM, IB, IT, MGT

MASTER OF BUSINESS ADMINISTRATION (MBA)

ACCOUNTING (ACCT)

655. ACCOUNTING THEORY & PRACTICE. (3) Fall, Spring, Summer. Students will learn accounting concepts from a decision maker's perspective. The course will teach the accounting cycle, financial statements, and financial reporting. Special attention will be given to accounting information used to assist management in business operations.

671. ADVANCED FINANCIAL ACCOUNTING AND REPORTING. (3) Spring. Generally accepted accounting principle topics for business enterprises, not-for-profit organizations and government entities. This course is designed to prepare the student for the "Financial Accounting and Reporting" section of the CPA exam.

672. ACCOUNTING ENVIRONMENT AND CONCEPTS. (3) Spring. Topics of the general business environment and the concepts needed to comprehend the underlying reasons and accounting implications of business transactions. This course also addresses the business structure and managerial accounting issues of businesses. This course is designed to prepare the student for the "Business Environment and Concepts" section of the CPA exam.

673. ADVANCED AUDITING AND ATTESTATION THEORY. (3) Spring. Advanced auditing concepts, audit reports, internal control, audit programs, evidential matter and other reports utilized by public accounting firms. This course is designed to prepare the student for the "Auditing and Attestation" section of the CPA exam.

674. ADVANCED ACCOUNTING REGULATIONS. (3) Offered upon sufficient enrollment. Topics include current tax code, accounting ethics, the profession's legal responsibilities, a detailed review of legal contracts, agency and negotiable instruments. This course is designed to prepare the student for the "Regulation" section of the CPA exam.

675. SPECIAL TOPICS IN ACCOUNTING. (3) Offered

upon sufficient enrollment. Individual study or research in various areas of emerging issues in accounting and the profession, as well as coverage of generally accepted accounting principles as promulgated by the official pronouncement of the profession. Must be approved by director of business graduate studies. This course may be taken for credit only one time in the program.

BUSINESS (BUS)

600. MBA TUTORIAL. (0) Fall, Spring, Summer. This online orientation provides students with essential information about Harding University and the MBA program. It introduces topics such as APA writing style, Moodle training, the electronic library and other topics to assist in the success of the MBA program. Required of all incoming MBA students; cannot be waived or substituted. Fee: See course fee schedule.

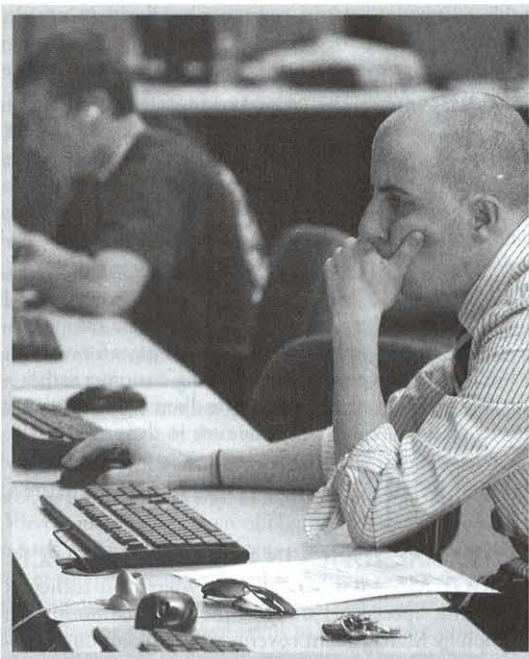
601. ETHICS, LEGAL AND SOCIAL ISSUES IN BUSINESS. (3) Fall, Spring, Summer. This course examines the basic ethical issues involved in the conduct of business from a biblical perspective. The student will be exposed to a sweeping overview of the ethical aspects of management; from personal values, to the purposes of the corporation, to developing ethical corporate strategies in an international context. The material is quite varied and intended to help students develop an informed and systematic approach to ethical dilemmas at work. Prerequisite: MGT 600.

640. ETHICS IN THE LEGAL ENVIRONMENT. (3) Fall, Spring, Summer. An examination of the framework for performing business in the United States legal system from an ethical and social perspective. In today's litigious environment, business leaders must understand the role of the law and ethics in the decision-making process. Topics to be covered include constitutional principles, business crimes, tort and product liability, international business transactions, unfair competition, contracts, intellectual property, and environmental regulation.

650. INDEPENDENT RESEARCH. (3) Offered upon sufficient enrollment. Individual study or research in business for qualified students. Must be approved by director of business graduate studies. This course may be taken for credit only one time in the program.

651. FINANCIAL MANAGEMENT. (3) Fall, Spring, Summer. Involves the allocation of resources in the business firm. Examines decisions concerning the nature of funds to be drawn from the financial markets and the commitment of those funds to productive investments. Topics include analysis of financial performance, operations planning, capital budgeting, capital structure, financial institutions and instruments. Prerequisite: ACCT 655.

652. QBA/RESEARCH. (3) Fall, Spring, Summer. Designed to provide an understanding of basic statistical tools used in the analysis of business problems. Topics include an introduction to descriptive statistics, sampling and experimental design, probability distributions, hypothesis testing, statistical process control, and regression analysis.



ECONOMICS (ECON)

653. APPLIED THEORY OF ECONOMICS. (3) Fall, Spring, Summer. Application of macro and microeconomic analysis to the overall workings of the private enterprise economy with special emphasis on economic goals, the business cycle and forecasting. Topics include national income accounts and output models, fiscal and monetary income accounts and output models, fiscal and monetary stabilization policies and market mechanisms as they impact the business firm.

HEALTH CARE MANAGEMENT (HCM)

671. ADVANCED CONCEPTS IN MANAGED CARE. (3) Spring. This course examines the next wave of managed care concepts and uses examples of delivery systems throughout the country to illustrate markets at different stages. It discusses the financing mechanism that will follow capitation as well as whether or not managed care systems will ever fulfill their potential to manage care and promote wellness.

672. FOUNDATIONS OF HEALTH AND WELLNESS. (3) Fall. This course is about preparing leaders for change in the health care business. It discusses actions taking place now and which must continue into the 21st century that will require changes among providers, customers, and communities so the focus will be on wellness and wholeness, not disease.

673. ADVANCED HEALTH CARE INFORMATION SYSTEMS. (3) Fall. This course presents a comprehensive overview of the technology, planning, and management issues associated with health care information systems. It illustrates the challenges of implementing information systems for managed care, integrated delivery systems, community

health information systems, computer-based patient records, and other applications.

674. ADVANCED HEALTH CARE ADMINISTRATION. (3) Summer. This course provides an in-depth investigation of health care organizations by focusing on current methods of organizing, designing, financing, and delivering high-quality, cost-effective health care services. It offers tools to help leaders, and provides a road map for understanding and managing change.

675. SPECIAL TOPICS IN HEALTH CARE MANAGEMENT. (3) Offered upon sufficient enrollment. Special topics such as: health care ethics, physician relationships, creative thinking and problem resolution, concepts for redesign of health care organizations, improving customer satisfaction, and building effective teams are discussed. This course may be taken for credit only one time in the program.

INFORMATION TECHNOLOGY MANAGEMENT (IT)

675. SPECIAL TOPICS IN INFORMATION TECHNOLOGY MANAGEMENT. (3) Offered on sufficient enrollment. Specialized study in the field of Information Technology Management covering the exploration of current issues, trends or emerging concepts in the information technology profession.

680. MANAGEMENT INFORMATION SYSTEMS. (3) Fall, Spring. Looks at the management and organizational issues associated with the implementation and growth in organizations of computer-based administrative information systems. The course is presented from a management perspective rather than from a technical or design perspective.

681. KNOWLEDGE MANAGEMENT. (3) Summer. This course examines organizational learning, knowledge creation and management. Issues discussed include the process of organizational learning, the role of organizational culture, and knowledge discovery, capture and enhancement through technology. Tools and management strategies to maximize the potential of shared knowledge will be discussed.

682. MANAGING TECHNOLOGICAL INNOVATION. (3) Spring. This course examines innovation theory as exemplified in technological innovation. Issues discussed include; how innovation is a competitive force, what businesses need to innovate and how to plan for innovation. Emerging technologies are examined and the associated organizational change brought about by these technologies discussed.

683. PROJECT MANAGEMENT. (3) Summer. Combine planning, organization, and control techniques with information technology to develop strong theoretical and practical skills in project management. It addresses the fundamental differences 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 discussion 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.

684. CORPORATE INFORMATION TECHNOLOGY STRATEGY. (3) Fall. Corporate information strategy examines the relationship between business and information technology. Information technology is both proactive and reactive to the business and as such the information system strategic plan should reflect this relationship. Issues discussed include; creating business advantage through appropriate use of IT, strategic alignment of IT and corporate strategy, crafting IT enhanced business models, and managing networked infrastructure and operations.

INTERNATIONAL BUSINESS (IB)

641. INTERNATIONAL MARKETING. (3) Spring. This course examines case studies and other applications of the principles of marketing research and marketing management in the international setting. Students will complete either a project report or an international marketing plan.

642. MULTICULTURAL ECONOMIC DEVELOPMENT. (3) Fall. Introduces the graduate student to many of the economic, social, political, cultural and environmental dimensions of developing countries and focuses on how businesses can efficiently operate in and trade with these emerging market economies. Opportunities, incentives, and risks are explored for business development in emerging markets. Issues such as traditional cultural differences, poverty, overpopulation, illiteracy, malnutrition, unemployment, inflation, lack of access to credit, and resistance to development are explored in depth.

643. INTERNATIONAL TRADE. (3) Offered upon sufficient enrollment. Presents case studies and other applications of the theories of international trade under both perfect market conditions in imperfect market conditions. International trade in resources, products, and assets will be analyzed from static and dynamic perspectives using modern trade models.

644. MULTINATIONAL BUSINESS MANAGEMENT. (3) Spring, Summer. Examines how to develop, maintain and expand business operations through international transactions in a global economy. Topics include economic, political, and cultural factors determining the business environment; direct foreign investment; management of foreign labor; international law and strategic planning in the international setting.

662. INTERNATIONAL BUSINESS. (3) Fall, Spring, Summer. Examines issues of international trade, foreign investments, doing business in foreign countries in a global environment, issues such as culture, finance, global economies, social practices, labor, and competition.

675. SPECIAL TOPICS IN INTERNATIONAL BUSINESS. (3) Summer. By special arrangement with the instructor. This course may be based on independent readings, or it may be based on special activities assigned by the instructor.

tor. Direct foreign internships and activities which focus around the concepts of international business may be included in this category. The course may be taken for credit two times provided at least one of the courses is a foreign internship or practicum.

MANAGEMENT (MGT)

600. ETHICS IN MANAGEMENT SKILLS AND ANALYSIS. (3) Fall, Spring, Summer. This course addresses the foundations of ethical decision making in business as well as the skills and analysis necessary to succeed in the MBA program and related careers. Foundational ethical standards such as competency, integrity, objectivity, confidentiality and professionalism will be addressed from a value-oriented Christian business approach with an understanding of the legal implications. This course also will provide the management skills and analysis that are essential for graduate course work and in the business world. Required for all MBA students; cannot be waived or substituted.

650. MANAGING PEOPLE AND ORGANIZATIONS. (3) Fall, Spring, Summer. Examines contemporary concepts and theories of human behavior, group dynamics and organizational systems. Specific topics include: motivation concepts and techniques, group formation and development, leadership process and skills, the management of conflict and change, organization design and development, and various management theories around the world.

657. OPERATIONS MANAGEMENT. (3) Fall, Spring, Summer. Provides the student a thorough background in production and operations management. Topics include analysis of production activities, techniques to improve production, aggregate planning, scheduling, and forecasting.

661. HUMAN RESOURCE MANAGEMENT. (3) Fall, Spring, Summer. Acquaints the student with the problems of management from a personnel perspective. These are problems that deal directly with departmental organization, methods of testing, occupational descriptions, job analysis, pay, safety, health and recreation, and employee relations.

664. PARADIGMS OF LEADERSHIP. (3) Fall, Spring. Emphasizes historical examples of leadership in Classical Greece, Medieval Europe, Renaissance Italy, nineteenth-century America, Revolutionary Russia, post-World War II Japan, and modern America. Students will study the history of various periods and examine the achievements of selected major figures.

665. LEADERSHIP THEORY & PROCESS. (3) Summer. Examines current thinking about the concepts of leadership. While the primary focus is on the development of an understanding and interpretation of the various theories and

models of leadership, particular attention is given to examining the leadership style employed by a variety of recognized individuals from all areas.

667. EVOLUTION OF MANAGEMENT THOUGHT.

(3) Summer. Designed to acquaint the student with contemporary management processes from a management history perspective. It will provide a good understanding of the historical base of contemporary management thought necessary to understand today's contemporary business process.

668. CORPORATE STRATEGY AND PLANNING. (3)

Fall, Spring, Summer. Capstone course designed to allow the student to integrate knowledge obtained from previous and concurrent courses with personal experiences and preferences. A student-centered approach provides opportunity for practice and experimentation in strategy formulation. Emphasis is on how to convert the vision of executive intuition into definitive plans that can be operationally implemented.

669. ORGANIZATION THEORY AND DESIGN. (3)

Offered upon sufficient enrollment. Introduces the student to basic organizational concepts which can affect their leadership perspective including: motivation, group dynamics, structure, communications, conflict, and change. The concept of leader as a change agent in the effective utilization and development of human resources is also explored.

675. SPECIAL TOPICS IN MANAGEMENT. (3)

Offered on sufficient enrollment. Specialized study in the field of management covering the exploration of current issues, trends, or emerging concepts in the management profession.

690. CONFLICT MANAGEMENT IN BUSINESS. (3)

Spring. Theory and application regarding the management of conflict and relationships. Topics include the motivators of conflict, use of power, conflict issues, tactics and strategies, assessing and moderating conflict, preventing destructive conflict, and building positive relationships. Students will examine how individual conflict styles affect relationships and performance.

MARKETING (MKTG)

654. MARKETING MANAGEMENT. (3) Fall, Spring, Summer. Study of the entire marketing system, the environmental forces, competitive factors and operating mechanisms that impact the flow of goods and services from manufacturers to consumers. Specific consideration is given to the individual firm's program of market identification, strategy planning and implementation, performance evaluation (including market research), product development, price determination, physical distribution, transfer of ownership, sales and promotion.

Graduate Programs in Education

PROGRAM DESCRIPTION

Graduate Programs in Education at Harding University can lead to a variety of different degrees. Each individual program is designed to meet the needs of the student with a view toward:

- Enriching and deepening the student's professional knowledge.
- Enhancing the student's field or fields of concentration.
- Creating a fuller understanding of the role of educators in American school systems and their function in society.
- Increasing the student's understanding of the aims, purposes, operation and administration of American schools.
- Improving instructional skills and abilities through advanced work in professional courses.
- Acquiring an understanding of and skills in research methods, the evaluation of data, and the adaptation of data to professional needs.
- Expanding the student's areas of certification.
- Providing a solid academic background for those students who plan to attain other advanced degrees.
- Providing an atmosphere in which Christian standards are held in high esteem.

The following degree programs are offered:

1. Educational Doctorate (Ed.D.) in P-20 Educational Leadership.
2. Educational Specialist (Ed.S.) degrees in professional counseling, and educational leadership.
3. Master of Arts in Teaching for the K-12 classroom teacher or for secondary licensure.
4. Master of Education in multiple areas of specialization.
5. Master of Science in Educational Technology or Professional Counseling: Clinical and School.
6. Master of Science in Education in multiple areas of specialization.

Our classes are offered on the main Searcy campus as well as in several satellite locations and professional centers in North Little Rock and Bentonville, Ark.

Enrollment, advising and degree program information are available at the two professional centers, in addition to the Searcy campus. For further informa-

tion concerning endorsements, licensures, and degrees, contact the chair of Graduate Studies in Education, Box 12261, Searcy, AR 72149-2261; or e-mail gradstudiesedu@harding.edu.

FACULTY

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:

Michael Brooks, Ed.D.

Maribeth Downing, Ph.D.

Lewis "Tony" Finley, Ed.D.

Assistant Vice President for Adult and Extended Education

Director, Center for Math and Science Education

Raymond "Donny" Lee, Ed.D.

Jan Morgan, Ed.D.

Chair of Teacher Education and Director of Middle Level Education and Special Education

Gordon Sutherlin, Ed.D.

ASSOCIATE PROFESSORS:

Jenene Alexander, Ed.D., N.C.S.P., L.P.C.

Director of Graduate Professional Counseling: Clinical and School

David Bangs, Ed.D.

Cecil Boothe, Ed.S.

Director of Professional Center, Bentonville

Clara Carroll, Ed.D.

Chair of Professional Field Experiences and Director of Advanced Studies in Teaching and Learning

Carol Douglass, Ed.D.

Chaney Floyd, Ed.D.

Kieth Williams, Ed.D.

Director of Educational Leadership Program

Cheri Pierson Yecke, Ph.D.

ASSISTANT PROFESSORS:

Usenime Akpanudo, Ed.D.

Patrick A. Bashaw, M.Ed.

Chair of Graduate Studies in Education

Wendy Ellis, Ed.D.

Connie Elrod, Ed.D.

Director of Professional Center, North Little Rock

Susan Grogan, M.A.

Allen Henderson, M.Ed.

Assistant Director of Center for Math and Science Education

Karen Horton, M.Ed.

Director of Thornton Resource Center

Penny McGlawn, M.Ed.

Todd Patten, M.S., L.P.C.

Cheryl L. Smith, M.Ed.

Ken Stamatis, M.Ed.

Director of Graduate Reading

Mike Wood, M.Ed.

Eugene Wright, Ph.D., LPCC

INSTRUCTORS:

Lauren Boone, M.A.

MISSION OF THE CANNON-CLARY COLLEGE OF EDUCATION

The mission of the Cannon-Clary 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.

ACCREDITATION

The Cannon-Clary College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

GOVERNANCE

Administration of the Graduate Program in Education is the responsibility of the Chair of Graduate Studies in Education, who is also the chair of the Graduate Education Council. The Graduate Education Council is a policymaking body for the College of Education, and its members are appointed by the president of the university upon recommendation from the dean and the graduate chair. The council is composed of the following standing members: Dean of the College of Education, the Vice President for Academic Affairs, and the Registrar. There are also six rotating members, three from the College of Education and three from outside the College of Education, and two student members.

DEGREE PROGRAMS OFFERED

PROGRAM ONE: EDUCATIONAL DOCTORATE DEGREE

The Educational Doctorate degree in P-20 Educational Leadership will equip the candidate with the expertise necessary to administrate all levels of public and private education (inclusive of P-12, higher education and graduate school). A minimum of a master's degree is required — along with appropriate administrative licensure — to qualify for application to the program. This degree does not lead to or add any licensure.

Admission Requirements

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

Applicants for the Doctorate in Educational Leadership degree program must:

1. Hold a master's degree and a minimum of an initial building-level administrative license in leadership from an accredited institution.
2. Provide proof of at least four years of teaching experience, with some building-level administrative experience preferable.
3. Provide proof of an approved and completed district-level program of study.
4. Have a cumulative GPA of 3.3 on all graduate work documented by official transcripts of all graduate work.
5. Complete the MAT with a target score of 40 or the GRE with a target composite score of 900 on the verbal and quantitative sections.
6. Contact information must be submitted for five references willing to testify concerning the applicant's professional or academic performance.

Application Procedure

1. An application form for admission may be obtained online at www.harding.edu/education or by contacting the chair of Graduate Studies in Education, Box 12261, Searcy, AR 72149-2261; or e-mail gradstudiesedu@harding.edu.
2. Applications must be accompanied by a \$35 application fee which is not refundable and will not apply against the general registration fee if the applicant enrolls.

Application Review and Selection of Candidates

Applicants for the doctoral degree must:

1. Submit to a personal interview with the program area graduate faculty. This interview will determine the candidate's professional objectives, professional commitment, ability to discuss professional problems, and the compatibility of the Doctorate in Educational Leadership Program with his or her goals and interest.
2. At the time of the interview, submit a previously written paper (i.e. master's thesis, research paper, journal article, term paper, etc.).
3. At the time of the interview, complete an impromptu writing sample.

A Writing Review Committee will use an objective rubric to evaluate all writing samples as a way of determining the applicant's level of writing skill and analytical ability. If writing and analytical skills are found to be less than acceptable, an applicant may be admitted to the program on a provisional basis for no more than two semesters. A doctoral student who receives provisional admission must successfully complete a personalized writing improvement plan designed by the Writing Review Committee, which may require attendance at tutoring sessions at the main campus. Only upon successful completion of the personalized writing improvement plan, which will include a retest, can a student be admitted without condition. A student cannot remain in provisional status for more than two semesters.

Additional information may be requested from the applicant prior to final approval for admittance to the Doctoral Program. Applicants are notified in writing regarding their acceptance, provisional acceptance, or non-acceptance to the program.

Prerequisites

Applicants must hold (1) an earned Masters' degree from an accredited institution, (2) a minimum of a current initial building-level administrative license, and (3) proof of an approved and completed district-level program of study.

Other Program Requirements

Upon acceptance into the program, students must consult with director of Educational Leadership concerning the required course of study, register for classes online through Campus Pipeline each semester, and complete financial registration with the Business Office online.

"Leveling courses," if required, will not be included within the 42-hour minimum requirement for this degree.

All requirements of the program must be completed within seven years from the time of acceptance into the doctoral program.

Transfer Students

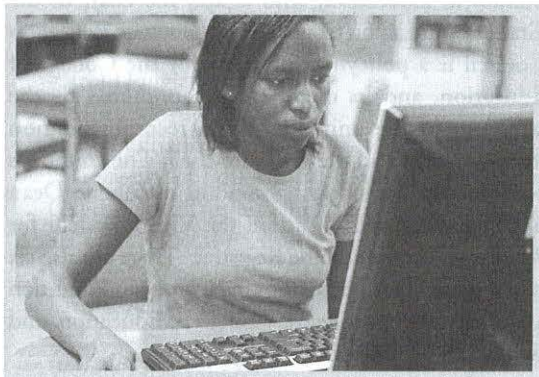
Doctoral students can transfer up to six hours of graduate coursework if it is pre-approved by the chair of Graduate Studies and is completed prior to the completion of the last semester prior to the beginning of the dissertation.

Academic Standing Requirements

These requirements are common to all programs in education and are listed later in this section.

Degree Requirements and Curriculum

Requests for degree may be submitted prior to a student's final semester but must be submitted no later than the first week of the final semester. The graduation fee must be paid to the Business Office the last semester before graduation.



To earn this degree, students must successfully complete (1) the following 66 hours of courses, which includes a dissertation, and (2) written and oral comprehensive examinations.

- I. Core courses leading toward District Level licensure (21 hours)

EDFD 647	Data Driven Evaluation	3
EDFD 652	Research Methods	3
EDL 770	School Plant and Facilities	3
EDL 772	Superintendent and Board Relations	3
EDL 774	Advanced Leadership and Supervision	3
EDL 775	District Administrator Internship	3
EDL 778	Superintendency	3
- II. Elective (3 hours)

This must be approved by the program director. Any courses taken as part of another degree cannot be counted toward this Educational Doctorate degree.
- III. Knowledge Core (15 hours)

EDL 800	Legal, Political and Ethical Issues in Higher Educational Leadership	3
EDL 810	Issues in P-20 Education	3
EDL 820	Strategic Planning and Assessment	3
EDL 830	Higher Education Administration	3
EDL 840	P-20 School Personnel Management	3
- IV. Research Core (19 hours)

EDFD 805	Introduction to Statistical Techniques	3
EDFD 815	Advanced Statistical Techniques	3
EDFD 852	Advanced Research Methods in Education	3
EDFD 890	Dissertation	10
- V. Leadership Core (6 hours)

EDL 850	Higher Education Finance	3
EDL 860	Frameworks of Leadership	3
- VI. Spiritual Core (2 hours)

EDL 849	Ethical Educational Christian Leadership	2
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NOTE: Written and oral comprehensive exams and a dissertation are also required for completion of this degree.

PROGRAM TWO: EDUCATIONAL SPECIALIST DEGREES

Harding offers the following two education specialist degrees: Educational Leadership and Professional Counseling; Clinical and School:

1. EDUCATIONAL LEADERSHIP: This degree provides candidates with the skills necessary to achieve a higher level of competency in educational administration. Additionally, successful completion of this degree moves the candidate toward completion of a doctorate degree.

A minimum of initial building-level administrator licensure is required. Courses and program requirements meet current Arkansas state guidelines leading to district-level administrative licensure (subject to having full building-level licensure and the successful completion of the School Superintendent Assessment [SSA]).

2. PROFESSIONAL COUNSELING: CLINICAL AND SCHOOL: This degree prepares candidates in advanced knowledge and skills to become leaders and practitioners in the field of professional counseling/psychotherapy. An appropriate master's degree is required.

This program provides training in clinical counseling emphasizing advanced work in the DSM IV-TR, psychopharmacology and family counseling. Program requirements also include an advanced internship which may satisfy requirements for LAC supervision hours as defined by the Arkansas Board of Examiners in counseling/psychotherapy. The program includes classroom, laboratory and internship experiences that develop competency in advanced counseling/psychotherapy practice.

This degree can lead to professional credentialing as a Licensed Professional Counselor and Clinical Mental Health Counselor and prepares for professional counseling practice in a variety of settings including but not limited to schools, community, mental health, private practice and ministry.

Admission Requirements for the two specialist degrees

Admission to Harding University is determined on an individual basis with the following criteria considered: (1) academic preparation, (2) character, (3) educational interests and (4) academic potential. Effort

is made to admit all students who qualify and who can benefit from the unique educational program and opportunities available at Harding irrespective of their religious faith, national origin, sex, race or color. When applying, students should be aware of the distinct purpose of Harding University and be willing to commit themselves to upholding institutional values.

Applicants for the specialist degree program must:

1. Hold a master's degree in a related field from an accredited institution. (Note: For the specialist degree in counseling, the master's degree must be in counseling or the student must have earned the credit equivalent [48 credit hours]. Leveling hours may be required if master's or credit equivalent hours total less than 48.)
2. Have a cumulative grade point average of 3.00 on all graduate work.
3. Successfully complete the Miller Analogies Test (MAT) with a target score of 40 or the Graduate Record Examination (GRE) with a target score of 900 on the verbal and quantitative sections and a 4.0 on the analytical section. (A student may be admitted provisionally without submitting a test score, but must submit an acceptable score during the first semester enrolled.)
4. Abide by the university Code of Conduct. Counseling students must also abide by the Graduate Policies and Procedures.
5. For the Education Leadership program, applicant must show proof of current teaching licensure and initial building-level administrative licensure, and have at least four years of teaching experience, with some building-level administrative experience preferable.

Application Procedure

1. An application form for admission may be obtained online at www.harding.edu/education or by contacting the chair of Graduate Studies in Education, Box 12261, Searcy, AR 72149-2261; or e-mail gradstudiesedu@harding.edu.
2. Applications must be accompanied by a \$35 application fee which is not refundable and will not apply against the general registration fee if the applicant enrolls.
3. Applicants must provide satisfactory references from three individuals attesting to the applicant's professional or academic performance, includ-

ing one related to professional ability in the degree area to which the student is applying.

4. Counseling applications must include a professional resume.
5. For the Education Leadership program, submit written support from immediate supervisor that includes a commitment allowing candidate to participate in field experiences.

Application Review and Selection of Candidates

Each applicant will be interviewed by the program area graduate faculty. This interview will determine the candidate's professional objectives, professional commitment, and the compatibility of the program with his or her goals and interests. The applicant must complete an impromptu writing sample at the time of the interview.

The chair of Graduate Studies or the director of each specific program may request additional information from the applicant prior to final approval for admittance to the specialist program.

Prerequisites

Applicants must hold a Masters' degree in a related field from an accredited institution.

Other Program Requirements

Upon acceptance into the program, students must consult with director of their program concerning the required course of study, register for classes online through Campus Pipeline each semester, and complete financial registration with the Business Office online.

"Leveling courses," if required, will not be included within the semester hour requirements for the specialist degree.

Educational Leadership and Professional Counseling: Clinical and School require successful completion of a mandatory internship.

Written comprehensive exams are required for all educational specialist programs, and the Educational Leadership program requires a portfolio. In addition Educational Leadership requires a specialist project.

The specialist degree in Educational Leadership must be completed within six years from the time of admission to the graduate program. Course work that is taken more than six years before graduation will not be acceptable. The Counseling program must be completed within eight years.

Transfer Students

Up to 6 hours of credit for coursework from other accredited institutions of higher education may be transferred if the institution is accredited by NCATE, TEAC, or a similar accrediting organization and the earned grade was a "B" or higher. For Educational Leadership, the institution must have a program of study that is reflective of both the Arkansas Standards of Licensure for District-Level Administrators and the Interstate School Leaders Consortium. All transfer hours are subject to the approval of the chair of graduate studies in education and must be completed before a student's last semester.

Academic Standing Requirements

These requirements are common to all programs in education and are listed later in this section.

Degree Requirements and Curriculum

Requests for degree may be submitted prior to a student's final semester but must be submitted no later than the first week of the final semester. The graduation fee must be paid to the Business Office the last semester before graduation.

Degree requirements and curricula for the two specialist programs are listed below:

1. Educational Specialist in Educational Leadership Degree

To earn this degree, a student must successfully complete (1) the following 32 semester hours of coursework, (2) an internship, (3) a specialist project, (4) a professional portfolio, and (5) written comprehensive exams. These requirements must be completed within six years from the time of admission to the graduate program. Course work that is taken more than six years before graduation will not be acceptable. (Prerequisite: Current initial building-level license.)

I. Core (21 hours)		
EDFD 647 Data Driven Evaluation	3	
EDFD 652 Research Methods or MAT 652-Action Research (Depending on the candidate's master's program)	3	
EDL 770 School Plant and Facilities (3)		
EDL 772 Superintendent and Board Relations	3	

EDL 774 Advanced Leadership and Supervision	3	
EDL 775 District Administrator Internship	3	
EDL 778 Superintendency	3	
EDT 600 Chalk and Wire	0	

II. Electives (9 hours)

Must be approved by the program director. Any of these courses that were taken as part of another degree cannot be counted toward the superintendent's program of study.

III. Bible and Religion (2 hours)

EDL 749 Ethical Leadership in Education	2	
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NOTE: A program of study for District-Level Educational Leadership Licensure is also available. Contact the Graduate Studies Office for requirements.

2. Educational Specialist in Professional Counseling: Clinical and School Degree

To earn this degree, a student must successfully complete the following: (1) core coursework, (2) an advanced internship, and (3) written comprehensive exams. Core coursework required specifically for the specialist degree (excluding master's degree or qualifying credit equivalent hours) must be taken within eight years of graduation. This 68-hour degree includes a master's in counseling or a related field with leveling work to meet the core requirements for counseling as defined by CACREP. Prerequisite: Acceptance into the Professional Counseling Program.

I. Core (master's degree or credit equivalent hours)		
COUN 600 Practical Use of DSM	3	
COUN 633 Psychopharmacology	3	
COUN 680 Counseling and Abnormal Psychology	3	
COUN 684 Family and Relationship	3	
EDT 600 Chalk and Wire	0	
II. Field Placement		
COUN 787 Advanced Internship	1-6	
III. Bible and Religion		
COUN 749 The Ethical Counseling Professional	2	

NOTE: This is a core ethics course and a Bible course.

PROGRAM THREE: MASTER OF ARTS IN TEACHING DEGREE

The Master of Arts in Teaching program has two options:

- (1) Non-licensure Option: This option provides professional development for the K-12 classroom teacher. Candidates utilize best practices in curriculum and instruction to enhance their knowledge and skills. This degree does not lead to or add any licensure. However, a valid teacher's license is required. Candidates holding a provisional teaching license through Arkansas' Non-traditional Licensure Program must submit proof of an initial teaching license prior to being awarded a graduate degree.
- (2) Licensure Option: This option leads to secondary level teaching licensure and is designed to provide a means for candidates already holding a bachelors degree to obtain teaching licensure at the 7-12 or P-12 grades level. The degree will be offered at two locations – Harding's Professional Centers in North Little Rock and Bentonville. Two tracks are offered for candidates to complete this degree – Professional Licensure Track and Traditional Student Teaching Track.

Option 1: Non-Licensure Option

Admission Requirements for the Master of Arts Degree (non-license program)

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

NOTE: This degree does not lead to or add any licensure.

Applicants for the Master of Arts degree program must:

1. Hold a baccalaureate degree from a regionally accredited institution with a cumulative grade point average of 2.50 or more, or 2.75 on the

last 60 hours, attested by an official transcript; OR an earned master's degree from a regionally accredited college or university, attested by an official transcript.

2. Hold a current teaching license.

Application Procedure

1. An application form for admission may be obtained online at www.harding.edu/education or by contacting the chair of Graduate Studies in Education, Box 12261, Searcy, AR 72149-2261; or e-mail gradstudiesedu@harding.edu.
2. Applications must be accompanied by a \$35 application fee which is not refundable and will not apply against the general registration fee if the applicant enrolls.

Provisional Admission

A student who does not fully meet the requirements listed above may receive provisional admission if he or she:

- (1) Holds a baccalaureate degree from a regionally accredited institution with a cumulative grade point average below 2.50 but not less than 2.35, attested to by an official transcript. Provisional status is removed when the student completes 12 graduate level hours with at least a 3.0 grade point average, six of which must be in the academic area of concentration.
- (2) Holds a provisional teacher's license. Provisional status is removed when the student submits an initial five-year license before the provisional license expires. This applies to all programs requiring a teaching license as a prerequisite.

Prerequisites

The student must hold a current teaching license.

Other Program Requirements

Upon acceptance into the program, students must consult with director of their program concerning the required course of study, register for classes online through Campus Pipeline each semester, and complete financial registration with the Business Office online.

Graduate students taking 500-level courses concurrently with undergraduate students taking the corresponding 300- and 400-level courses will be assigned additional work.

All work must be completed within a period of eight calendar years. Course work taken more than eight years before graduation will not be acceptable.

Transfer Students

Correspondence credit will not apply toward the master's degree. Students may transfer from other graduate schools, subject to the approval of the chair of graduate studies, a maximum of 3 semester hours of elective credit in which they have earned a "B" or higher. This should be done at the time of application to the program. To be considered for transfer, courses taken at other universities must have been taken prior to beginning the M.A.T. program but still fall within the time limitation for finishing the degree.

Academic Standing Requirements

These requirements are common to all programs in education and are listed later in this section.

Degree Requirements and Curriculum

Requests for degree may be submitted prior to a student's final semester but must be submitted no later than the first week of the final semester. The graduation fee must be paid to the Business Office the last semester before graduation.

To earn a Master of Arts in Teaching degree (non-licensure option), a student must successfully complete the following 35 semester hours of coursework. These requirements must be completed within eight years of graduation. (Prerequisite: Current teaching license.)

- I. Required Courses (30 hours)
 - EDT 600 Chalk and Wire 0
 - EDT 620 Instructional Application of Technology 3

- EDT 621 Advanced Instructional Application of Technology 3
- MAT 601 School and Families in a Changing Environment 3
- MAT 602 Curriculum Instruction, Alignment, and Mapping 3
- MAT 603 Managing the Learning Environment 3
- MAT 604 Instructional Design 3
- MAT 605 Classroom Assessment Strategies 3
- MAT 634 Trends in Curriculum and School Reform 3
- MAT 652 Action Research 3
- MAT 666 Education Law and Values 3
- II.* Electives (3 hours)
- III. Bible and Religion (2 hours)
 - EDL 649 Christian Ethics in Education 2

Option 2: Licensure Option

The areas of licensure available under this option include:

- 7-12
 - English
 - Family and Consumer Science
 - Foreign Language (Spanish/French)
 - Life Science/Earth Science
 - Mathematics
 - Physical Science/Earth Science
 - Social Studies (Arkansas history course required)
 - Speech/Drama
- P-12
 - Art
 - Kinesiology/Health
 - Music (vocal/instrumental)

Candidates pursuing this degree can select one of two tracks:

Track 1 – Provisional Licensure – 35 hours

Candidates will become eligible for and obtain a provisional license in the area of expertise in which they are seeking licensure before taking masters classes. Candidates must begin work on their degree during the summer semester prior to beginning full-time teaching in the fall.

Track 2 – Traditional Student Teaching – 36 hours

Candidates will follow a more traditional teacher preparation program culminating with a semester of student teaching.



Admission Requirements for the Master of Arts Degree-Licensure Option (both tracks):

1. Applicants must hold a bachelors degree from a regionally accredited institution with a major or minor (or the equivalency of 30 hours) in the area in which they are seeking licensure.
2. Applicants must have a cumulative grade point average (GPA) of 2.5 (or 2.75 on the last 60 hours) attested by official transcripts.
3. Test Scores –
 - a. Praxis I – Scores must meet the state required minimums.
 - b. Praxis II – Specialty area exams – Scores must meet the state required minimums.
 - c. GRE or MAT
 - i. Graduate Record Exam (GRE) – target score of 900 on the verbal and written parts.
 - ii. Miller Analogies Test (MAT) – target score of 30.
 - d. TOEFL – Test of English as a Foreign Language – Applicants whose native language is not English must submit a minimum score of 550 unless they already hold a degree from a regionally accredited American college or university.
4. Three references are required from people familiar with the applicant's professional or academic performance.
5. Upon evaluation of an applicant's transcript, leveling courses may be required to meet licensure requirements (i.e. 30 hours in the area the candidate is seeking licensure).
6. Professional Track (Track 1) applicants must also:
 - a. Submit a satisfactory Criminal Background Check to the Arkansas Department of Education and the FBI as required by the state of Arkansas.
 - b. Complete the Arkansas Department of Education application for a provisional teaching license.
 - c. Procure a teaching position within a K-12 school system to begin in the fall following the summer of their admission to the program.

Provisional Admission

Entrance requirements for *provisional* admission are as follows:

1. Applicant must hold a baccalaureate degree from a regionally accredited institution, but may have a cumulative grade point average below 2.5 but not less than 2.35, attested by an official transcript.
2. An applicant may be admitted provisionally without submitting a Praxis II or GRE/MAT score, but must submit an acceptable score during the first semester admitted.
3. Removal from provisional admission because of low undergraduate GPA requires completion of twelve graduate level hours with at least a 3.0 grade point average.

Other Program Requirements

Upon acceptance into the program, students must consult with director of their program concerning the required course of study, register for classes online through Campus Pipeline each semester, and complete financial registration with the Business Office online.

Graduate students taking 500-level courses concurrently with undergraduate students taking the corresponding 300- and 400-level courses will be assigned additional work.

All work must be completed within a period of eight calendar years. Course work taken more than eight years before graduation will not be acceptable.

Transfer Students

Correspondence credit will not apply toward the master's degree. Students may transfer from other graduate schools, subject to the approval of the chair of graduate studies, a maximum of 6 semester hours of resident graduate work in which they have earned a "B" or higher. All coursework to be transferred must be completed before a student's last semester,

Academic Standing Requirements

These requirements are common to all programs in education and are listed later in this section.

Degree Requirements and Curriculum

Requests for degree may be submitted prior to a student's final semester but must be submitted no later than the first week of the final semester. The graduation fee must be paid to the Business Office the last semester before graduation.

To earn a Master of Arts in Teaching degree (licensure option), a student must successfully complete the following 35 semester hours of coursework. These requirements must be completed within eight years of graduation.

Track 1 – 35 hours

I. Core (33 hours)

EDFD 611	Advanced Principles of Learning and Teaching	3
EDT 600	Chalk and Wire	0
EDT 620	Instructional Application of Technology (Candidates can test out of this course and replace it with COUN 608 – Advanced Human Growth: Developmental Foundations of Counseling)	3
EDT 621	Advanced Instructional Application of Technology	3
MAT 601	School and Families in a Changing Environment	3
MAT 602	Curriculum Instruction, Alignment, and Mapping	3
MAT 603	Managing the Learning Environment	3
MAT 604	Instructional Design	3
MAT 605	Classroom Assessment Strategies	3
MAT 652	Action Research	3
MAT 666	Education Law and Values	3
SPED 621	Characteristics of Children with Exceptionalities	3

II. Bible and Religion (2 hours)

EDL 649	Christian Ethics in Education	2
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Track 2 – 36 hrs.

I. Core (34 hours)

EDFD 611	Advanced Principles of Learning and Teaching	3
EDT 600	Chalk and Wire	0
EDT 620/ 621	Instructional Application of Technology (Candidate must take EDT 620 or test out of it and take EDT 621)	3
MAT 601	School and Families in a Changing Environment	3
MAT 602	Curriculum Instruction, Alignment and Mapping	3

MAT 603	Managing the Learning Environment	3
MAT 604	Instructional Design	3
MAT 605	Classroom Assessment Strategies	3
MAT 652	Action Research	3
MAT 666	Education Law and Values	3
SEED 651/ 652	Supervised Teaching (Candidates take the one appropriate for the area in which they are seeking licensure.)	6
SEED 680	The Professional Educator – Secondary	1
II. Bible and Religion (2 hours)		
EDL 649	Christian Ethics in Education	2

**PROGRAM 4:
MASTER OF EDUCATION DEGREES**

The Master of Education degree is offered in multiple areas:

1. Advanced Studies in Teaching and Learning
2. Educational Leadership
3. Elementary Education
4. Reading
5. Early Childhood Special Education
6. Special Education Licensure (4-12)
7. Secondary Education
 - A. Art
 - B. Behavioral Sciences
 - C. Education
 - D. English
 - E. Family and Consumer Sciences
 - F. French
 - G. History/Social Sciences
 - H. Kinesiology
 - I. Mathematics
 - J. Spanish
 - K. Teaching English as a Second Language (TESL)

These programs of study, limited to candidates holding or working on teaching licensure, are designed to give new and in-service teachers more adequate preparation for their professions. It is aimed at meeting the needs of the teacher in terms of knowledge, practice and licensure requirements.

Note: Candidates not having completed a traditional undergraduate teacher licensure program may work on achieving teacher licensure while pursuing this degree,

but must meet one of the two criteria listed below:

1. Qualify for admission to Harding's teacher education program and follow all procedures as outlined in the undergraduate catalog.
2. Be admitted to and participating in Arkansas' Non-traditional Licensure Program. (These candidates may be admitted with a provisional teaching license.)

Candidates falling into either of these categories must submit proof of initial teaching licensure prior to being awarded a graduate degree. Teacher education courses may be taken at the graduate level, if available, as outlined in the curriculum plan for his/her licensure area. The plan is available in the office of the dean of the College of Education.

Admission Requirements for the Master of Education Degrees

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

Applicants for the Master of Education degree program must:

1. Hold a baccalaureate degree from a regionally accredited institution. Educational Leadership candidates must have a cumulative grade point average (GPA) of 2.75 or higher, or a grade point average of 3.0 on the last 60 hours. All others must have a cumulative GPA of 2.50 or higher, or 2.75 on the last 60 hours. All GPAs must be attested by official transcript(s) OR an earned master's degree from a regionally accredited college or university, attested by an official transcript.
2. Educational Leadership candidates must hold a valid teaching license and have a minimum of two years of teaching experience in the area for which they are seeking licensure (K-8 or 7-12). Advanced Teaching and Learning applicants must have a valid teaching license and have a

minimum of one year of teaching or education-related experience. All other Master of Education candidates must hold a current teaching license or earn the required score on one of the following entrance exams:

- PRAXIS II Examinations, earning at least the Arkansas cut-off score for licensure (Principles of Learning and Teaching and Specialty area)
- Miller Analogies Test, target score of 30
- GRE general exam, target score of 900 (Quantitative and Verbal combined).

Application Procedure

1. An application form for admission may be obtained online at www.harding.edu/education or by contacting the chair of Graduate Studies in Education, Box 12261, Searcy, AR 72149-2261; or e-mail gradstudiesedu@harding.edu.
2. Applications must be accompanied by a \$35 application fee which is not refundable and will not apply against the general registration fee if the applicant enrolls.
3. Applications must provide satisfactory references from three individuals attesting to the applicant's professional or academic performance, including one related to professional ability in the degree area to which the student is applying.
4. Educational Leadership candidates must submit written support from his/her immediate supervisor, including a commitment to allow the candidate to participate in field experiences and internships.

Provisional Admission

An applicant who does not fully meet the requirements listed above may receive provisional admission if he or she:

- (1) Is applying for the Educational Leadership program and holds a baccalaureate degree from a regionally accredited institution with a cumulative grade point average below 2.75 but not less than 2.50, attested to by official transcript(s). An applicant that applies for a Master of Education program other than Educational Leadership who does not fully meet the requirements listed above may receive provisional admission if he or she holds a baccalaureate degree from a

regionally accredited institution with a cumulative grade point average below 2.50 but not less than 2.35, attested to by an official transcript. Provisional status is removed when the student completes 12 graduate level hours with at least a 3.0 grade point average, six of which must be in the academic area of concentration.

- (2) Has not submitted the required test score. The student is required to submit an acceptable score during the first semester enrolled for provisional status to be removed.
- (3) Holds a provisional teacher's license. Provisional status is removed when the student submits an initial five-year license before the provisional license expires. This applies to all programs requiring a teaching license as a prerequisite.

Prerequisite Coursework

"Leveling courses," if required, will not be included within the semester hour requirements for the Master of Education degree.

Other Program Requirements

Upon acceptance into the program, students must consult with the director of their program concerning the required course of study, register for classes online through Campus Pipeline each semester, and complete financial registration with the Business Office online.

Graduate students taking 500-level courses concurrently with undergraduate students taking the corresponding 300- and 400-level courses will be assigned additional work. All Master of Education degrees are required to include a minimum of 18 hours from courses numbered 600 or above.

With the exception of the degree in Educational Leadership, all work must be completed within a period of eight calendar years. Course work taken more than eight years before graduation will not be acceptable. The degree in Educational Leadership must be completed within six years from time of admission to the program. Course work taken more than six years before graduation will not be acceptable.

Comprehensive examinations are required for the Master of Education degree. Educational Leadership students must successfully complete a portfolio in lieu of comprehensive examinations. An application for the exams must be filed during the last semester of study. Contact the Office of Graduate Studies in

Education for the deadline date. NOTE: Students wishing to do research in partial fulfillment of the requirements for the Master of Education—Secondary or the Master of Education—Elementary degree may be granted 6 hours credit, which will include a semester of EDFD 658, followed by the corresponding academic area thesis course. Special arrangements must be made with the chair of graduate studies. An oral defense of the thesis is required. The completion of the thesis replaces comprehensive examinations.

Transfer and International Students

Correspondence credit will not apply toward the master's degree. Students may transfer from other graduate schools, subject to the approval of the chair of graduate studies, a maximum of 6 semester hours of resident graduate work in which they have a grade of "B" or higher. All coursework to be transferred must be completed before a student's last semester.

A minimum score of 550 on the TOEFL (Test of English as a Foreign Language) is required for students whose native language is not English, unless the student already holds a degree from an American college or university.

Academic Standing Requirements

These requirements are common to all programs in education and are listed later in this section.

Degree Requirements and Curriculum

Requests for degree may be submitted prior to a student's final semester but must be submitted no later than the first week of the final semester. The graduation fee must be paid to the Business Office the last semester before graduation.

Degree requirements and curricula for each program are listed below.

1. MASTER OF EDUCATION – ADVANCED STUDIES IN TEACHING AND LEARNING

The Advanced Studies in Teaching and Learning degree offers advanced study in assessment, use of technology and action research. The courses, aligned with the National Board for Professional Teaching Standards (NBPTS), provide support for teachers to think and develop the necessary skills in pursuing National Board Certification. The program offers advanced preparation for instructional leadership, and develops teachers who practice reflection through action research, problem-based learning, and self-inquiry.

To earn this degree, a student must successfully complete (1) the following 35 semester hours of coursework, and (2) written comprehensive examinations. (Prerequisite: The student must hold a current teaching license and have one or more years of teaching or education-related experience.)

- I. Core (30 hours)
 - EDFD 609 Technical /Grant Writing 3
 - EDFD 637 Foundations in P-12 Curriculum 3
 - EDT 600 Chalk and Wire 0
 - EDT 620 Instructional Application of Technology 3
 - EDT 621 Advanced Instructional Application of Technology 3
 - EDT 630 Issues and Applications of Educational Technology 3
 - OR
 - EDT 631 Creating Educational Technology Systems 3
 - EDFD 644 Pre-Candidacy towards National Board for Professional Teaching Standards 3
 - EDFD 646 National Board for Professional Teaching Standards 3
 - EDFD 647 Data-Driven Evaluation for School Improvement 3
 - EDFD 652 Research Methods 3
 - SPED 622 Assessment of Children with Exceptionalities 3
- II. Elective in Academic Concentration Area (3)
- III. Bible and Religion (2)
 - EDL 649 Christian Ethics in Education 2

2. MASTER OF EDUCATION – EDUCATIONAL LEADERSHIP

NOTE: For this degree, credit for course work from other institutions of higher education will be transferred ONLY if that institution has a program of study that is reflective of the Arkansas Standards of Licensure for Building Level Principals and the Interstate School Leaders Consortium (ISLLC) and is approved by NCATE or TEAC.

This degree must be completed within six years from the time of admission to the graduate program.

To earn this degree, a student must successfully complete (1) the following 37 semester hours of coursework and (2) an oral defense of a professional portfolio. This is designed to be a five-semester program, but

it must be completed within six years from the time of admission. Course work that is taken more than six years before graduation will not be acceptable. (Prerequisite: The student must hold a current teaching license with two years teaching experience.)

- I. Required Courses (35 hours)
 - EDL 601 Schools and Families in a Changing Environment 3
 - EDL 620 Technology Applications for Administrators 3
 - EDL 633 Educational Leadership Overview 1
 - EDL 634 Trends in Curriculum and School Reform 3
 - EDL 652 Action Research 3
 - EDL 654 Supervision of Instruction 3
 - EDL 655 Administrative Internship I 2
 - EDL 662 School Organization and Building Level Leadership 3
 - EDL 664 School and Community Relations 3
 - EDL 665 Administrative Internship II 2
 - EDL 666 Education Law and Values 3
 - EDL 669 School Finance 3
 - SPED 677 Legal and Ethical Issues in Special Education 3
- II. Bible and Religion (2 hours)
 - EDL 649 Christian Ethics in Education 2

3. MASTER OF EDUCATION – ELEMENTARY EDUCATION

To earn this degree, a student must successfully complete (1) the following 35 semester hours of coursework, and (2) written comprehensive examinations.

- I. Core (21 hours)
 - EDFD 637 Foundations in P-12 Curriculum 3
 - EDFD 643 History and Philosophy of Education 3
 - EDFD 645 Cultural and Sociological Issues in Education 3
 - EDFD 652 Research Methods 3
 - EDFD 666 School Law and Policy 3
 - EDT 600 Chalk and Wire 0
 - EDT 630 Issues and Applications of Educational Technology 3
 - OR
 - EDT 631 Creating Educational Technology Systems 3
 - SPED 515 Issues in Human Development 3

- II. Elementary Education Courses (12 hours)
 - III. Bible and Religion (2 hours)
 - EDL 649 Christian Ethics in Education 2
- 4. MASTER OF EDUCATION - READING**

NOTE: Students who hold a master's degree may add the Reading Specialist Licensure Endorsement (P-8 and 7-12) by completing the 27 hours of reading courses and SPED 609 listed below and passing the Praxis II Reading Specialist Exam (0300).

To earn this degree, a student must successfully complete (1) the following 38 semester hours of coursework, and (2) written comprehensive examinations.

- I. Core (9 hours)
 - EDFD 645 Cultural and Sociological Issues in Education 3
 - EDFD 652 Research Methods 3
 - EDT 600 Chalk and Wire 0
 - SPED 609 Literacy and Students with Exceptionalities Field Experience 3
- II. Reading Courses (27 hours)
 - RDNG 615 Literacy Assessment and Intervention 3
 - RDNG 620 Writing - Theories and Processes 3
 - RDNG 630 Literacy Strategies for Beginning/Emergent Readers 3
 - RDNG 633 Literacy Assessment and Intervention Field Experience 3
 - RDNG 634 Literacy Curriculum 3
 - RDNG 635 Literacy and Literature 3
 - RDNG 636 Literacy Strategies for Fluent Readers 3
 - RDNG 640 Literacy Interventions 3
 - RDNG 648 Content Literacy 3
- III. Bible and Religion (2 hours)
 - EDL 649 Christian Ethics in Education 2

5. MASTER OF EDUCATION - EARLY CHILDHOOD SPECIAL EDUCATION

NOTE: Early Childhood Special Education Licensure (age 0 through age 8) requires Praxis II Examinations in addition to completion of this degree.

To earn this degree, a student must successfully complete (1) the following 35 semester hours of coursework, and (2) written comprehensive examinations. (Prerequisite: Candidates seeking an M.Ed. in Early Childhood Special Education must hold a current teacher's license and may have to take leveling courses in order to enter the program.)

- I. Core (6 hours)
 - EDFD 645 Cultural and Sociological Issues in Education 3
 - EDFD 652 Research Methods 3
 - EDT 600 Chalk and Wire 0
- II. Special Education Courses (27 hours)
 - SPED 507 Behavioral Management 3
 - SPED 620 Foundations in Assistive Technology 3
 - SPED 621 Characteristics of Young Children with Exceptionalities 3
 - SPED 622 Assessment of Children with Exceptionalities 3
 - SPED 623 Interdisciplinary Planning and Methods for Working with Young Children with Exceptionalities 3
 - SPED 624 Families of Young Children with Disabilities 3
 - SPED 626 Foundations in Early Childhood Special Education 3
 - SPED 655 Teaching Internship I 3
 - SPED 677 Legal and Ethical Issues in Special Education 3
- III. Bible and Religion (2 hours)
 - EDL 649 Christian Ethics in Education 2

6. MASTER OF EDUCATION - SPECIAL EDUCATION LICENSURE (4-12)

NOTE: Middle Level Special Education Licensure (4-12) requires PRAXIS II Examinations in addition to completion of this endorsement.

To earn this degree, a student must successfully complete (1) the following 35 semester hours of coursework, and (2) written comprehensive examinations.

- I. Core (12 hours)
 - CED 608 Advanced Human Growth and Development 3
 - EDFD 645 Cultural and Sociological Issues in Education 3
 - EDFD 652 Research Methods 3
 - EDFD 666 School Law and Policy 3
 - EDT 600 Chalk and Wire 0
- II. Special Education Courses (21 hours)
 - SPED 500 Assessment of the Child with Exceptionalities 3
 - SPED 507 Behavioral Management 3

SPED 508	Nature and Needs of the Child with Exceptionalities	3
SPED 509	Educational Procedures for Children with Exceptionalities	3
SPED 620	Foundations in Assistive Technology	3
SPED 665	Teaching Internship II	3
SPED 677	Legal and Ethical Issues in Special Education	3
III. Bible and Religion (2 hours)		
EDL 649	Christian Ethics in Education	2

7. MASTER OF EDUCATION - SECONDARY

NOTE: Depending on emphasis, the program of coursework for this degree is based on academic background and will be determined by the appropriate chair. Up to 18 hours of leveling courses may be required by the appropriate chair before graduate courses can be taken.

To earn this degree, a student must successfully complete (1) the following 35 semester hours of coursework, and (2) written comprehensive examinations. A minimum of 18 hours must be selected from courses numbered 600 or above.

I. Core (18 hours)		
EDFD 637	Foundations in P-12 Curriculum	3
EDFD 643	History and Philosophy of Education	3
EDFD 645	Cultural and Sociological Issues in Education	3
EDFD 652	Research Methods	3
EDFD 666	School Law and Policy	3
EDT 600	Chalk and Wire	0
SPED 515	Issues in Human Development	3
II. Fields of Academic Concentration (15 hours from not more than two areas and not fewer than 12 hours in one area).		
III. Bible and Religion (2 hours)		
EDL 649	Christian Ethics in Education	2

PROGRAM FIVE: MASTER OF SCIENCE DEGREES

1. EDUCATIONAL TECHNOLOGY

This degree will prepare students to be technology leaders in their schools or in their chosen occupations. Schools need instructional technology leaders,

and teachers want to be better prepared to use the technology they have. Teachers also want to be able to recommend or request appropriate technologies that will make a difference in the classroom.

It is an alternative to those who do not seek further specialization in their teaching area but who want to further their education in an area that will be beneficial to themselves and the school. Non-education students seeking a master's degree will find this degree helpful in preparing them to use technology more effectively in the workplace.

2. PROFESSIONAL COUNSELING: CLINICAL AND SCHOOL

This degree is designed as a practical program preparing entrance-level professionals to become competent professional counselors/psychotherapists. Practice is given in utilizing current counseling principles in real-world settings through practicum and internship experiences. Candidates are equipped with strategies including cognitive, affective, behavioral or systemic interventions that address wellness, personal growth, crises and mental health including pathology. This base will provide candidates with competencies (as defined by CACREP and ACA) designed to positively impact a variety of people across the lifespan.

Courses meet current course requirements for P-12 licensure for counseling in schools as approved by the Arkansas Department of Education and may lead to credentialing as a Licensed Professional Counselor (LPC) and Clinical Mental Health Counselor (CMHC) designation.

NOTE: Application of this degree varies according to the graduate's goals. Examples: Licensure as a School Counselor in some states (including Arkansas) requires teacher licensure and teaching experience in addition to this degree. Licensure as a Licensed Professional Counselor (LPC) may require additional work beyond this degree in some states. Students should consult with their advisers and with licensing agencies or boards for specific requirements.

In addition to the required courses, a concentration in Rehabilitation Counseling can be added to the Master of Science in Professional Counseling: Clinical and School degree.

Admission Requirements for the Master of Science Degrees

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

Applicants for the Master of Science degree programs must:

1. Hold a baccalaureate degree from a regionally accredited institution with a cumulative grade point average of 2.50 or more, or 2.75 on the last 60 hours, attested by official transcript(s); OR an earned master's degree from a regionally accredited college or university, attested by an official transcript.
2. Hold a current teachers license or earn the required score on one of the following entrance exams:
 - PRAXIS II Examinations, earning at least the Arkansas cut-off score for licensure (Principles of Learning and Teaching and Specialty area)
 - Miller Analogies Test, minimum score of 30
 - GRE general exam, minimum score of 900 (Quantitative and Verbal combined).

Application Procedure

1. An application form for admission may be obtained online at www.harding.edu/education or by contacting the chair of Graduate Studies in Education, Box 12261, Searcy, AR 72149-2261; or e-mail gradstudiesedu@harding.edu.
2. Applications must be accompanied by a \$35 application fee which is not refundable and will not apply against the general registration fee if the applicant enrolls.
3. Applications must provide satisfactory references from three individuals attesting to the applicant's professional or academic performance, including one related to professional ability in the degree area to which the student is applying.

4. Professional Counseling applicants must complete a personal interview with the graduate counseling faculty. The interview will include a writing prompt and assessment of the candidate's professional objectives, professional commitment, level of self-awareness, and compatibility with the counseling program.
5. Professional Counseling applicants must have on file a signed copy of the Limitations of Supervision Statement of Understanding.

Provisional Admission

A student who does not fully meet the requirements listed above may receive provisional admission if he or she:

- (1) Holds a baccalaureate degree from a regionally accredited institution with a cumulative grade point average below 2.50 but not less than 2.35, attested by official transcript(s). Provisional status is removed when the student completes 12 graduate level hours with at least a 3.0 grade point average, six of which must be in the academic area of concentration.
- (2) Has not submitted the required test score. The student is required to submit an acceptable score during the first semester enrolled for provisional status to be removed.
- (3) Holds a provisional teacher's license. Provisional status is removed when the student submits an initial five-year license before the provisional license expires. This applies to all programs requiring a teaching license as a prerequisite.

Prerequisites

Master of Science in Professional Counseling: Clinical and School:

Prerequisite or corequisite: COUN 600 or PSY 582.

Other Program Requirements

Upon acceptance into the program, students must consult with director of their program concerning the required course of study, register for classes online through Campus Pipeline each semester, and complete financial registration with the Business Office online.

"Leveling courses," if required, will not be included within the semester hour requirements for the Master of Science degrees.

All coursework must be completed within a period of eight calendar years. Course work taken more than eight years before graduation will not be acceptable.

Transfer and International Students

Correspondence credit will not apply toward the master's degree. Students may transfer semester hours from other accredited graduate schools, subject to the approval of the chair of graduate studies in education. Counseling students may transfer a maximum of 9 semester hours and educational Technology students may transfer a maximum of six semester hours in which they have a grade of "B" or higher. All coursework to be transferred must be completed before a student's last semester.

A minimum score of 550 on the TOEFL (Test of English as a Foreign Language) is required for students whose native language is not English, unless the student already holds a degree from an American college or university.

Academic Standing Requirements

These requirements are common to all programs in education and are listed later in this section.

Degree Requirements and Curriculum

Requests for degree may be submitted prior to a student's final semester but must be submitted no later than the first week of the final semester. The graduation fee must be paid to the Business Office the last semester before graduation.

1. Master of Science - Educational Technology

NOTE: Standardized technology competency examination is required at student's expense for completion of this degree, in addition to completing the 35-hour degree.

To earn this degree, a student must successfully complete (1) the following 35 semester hours of coursework, and (2) written comprehensive exams or a thesis.

I. Core (18 hours)		
COUN 601	Counseling Theories	3
COUN 608	Advanced Human Growth: Developmental Foundations of Counseling	3
EDFD 637	Foundations in P-12 Curriculum	3
EDFD 645	Cultural and Sociological Issues in Education	3
EDFD 652	Research Methods	3
EDFD 666	School Law and Policy	3

II. Educational Technology Courses (15 hours)		
EDT 620	Instructional Application of Technology	3
EDT 621	Advanced Instructional Application of Technology	3
EDT 630	Issues and Applications of Educational Technology	3
EDT 631	Creating Educational Technology Systems	3
Select one of the following courses. SPED 620 is recommended for licensed educators, and IT 682 is recommended for non-educators.		
IT 680	Management Information Systems	3
IT 681	Knowledge Management	3
IT 682	Managing Technological Innovation	3
SPED 620	Foundations in Assistive Technology	3
III. Bible and Religion (2 hours)		
EDL 649	Christian Ethics in Education	2

2. Master of Science – Professional Counseling: Clinical and School

To earn this degree, a student must successfully complete the following 47 semester hours of coursework. (Prerequisite: or corequisite: COUN 600 or PSY 582.)

I. Required Courses (45 hours)		
COUN 601	Counseling Theories	3
COUN 602	Techniques of Counseling	3
COUN 603	Acquiring Clinical Judgment Through Case Studies	3
COUN 604	The Clinical and School Counseling Professional: Ethics and Organization	3
COUN 605	Career Counseling	3
COUN 606	Analysis of the Individual and Group Assessment	3
COUN 607	Crisis Intervention Counseling	3
COUN 608	Advanced Human Growth: Developmental Foundations of Counseling	3
COUN 610	Group Counseling	3
COUN 611	Counseling Practicum: Clinical and School	3
COUN 613	Counseling Internship: Clinical and School	6

COUN 645	Multicultural Counseling	3
COUN 677	Legal and Ethical Issues in Counseling	3
EDFD 652	Research Methods	3
EDT 600	Chalk and Wire	0
II. Bible and Religion (2 hours)		
EDL 649	Christian Ethics in Education	2
III. Concentration in Rehabilitative Counseling (9 hours):		
COUN 660	Principles of Rehabilitation Counseling	3
COUN 661	Medical, Functional and Environmental Aspects of Disability	3
COUN 613	Internship (3 hours rehabilitation setting)	3

PROGRAM SIX:

MASTER OF SCIENCE IN EDUCATION DEGREE

The Master of Science in Education degree is limited to candidates not holding nor working on teacher licensure, and is designed to facilitate student attainment of vocational and personal goals. Many vocations do not require teacher licensure, but advanced knowledge and training are encouraged so that excellence can be achieved. This degree is offered in several areas:

1. Art
2. Behavioral Sciences
3. Early Childhood Special Education
4. Education
5. English
6. Family and Consumer Sciences
7. French
8. History/Social Sciences
9. Kinesiology
10. Mathematics
11. Spanish
12. Teaching English as a Second Language (TESL)

Admission Requirements for the Master of Science Degrees

Admission to Harding University is determined on an individual basis with the following criteria considered: (1) academic preparation, (2) character, (3) educational interests and (4) academic potential. Effort is made to admit all students who qualify and who can benefit from the unique educational program and

opportunities available at Harding irrespective of their religious faith, national origin, sex, race or color. When applying, students should be aware of the distinct purpose of Harding University and be willing to commit themselves to upholding institutional values.

Applicants for the Master of Science degree program must:

1. Hold a baccalaureate degree from a regionally accredited institution with a cumulative grade point average of 2.50 or more, or 2.75 on the last 60 hours, attested by an official transcript; OR an earned master's degree from a regionally accredited college or university, attested by an official transcript.
2. Earn the required score on one of the following entrance exams:
 - Miller Analogies Test, minimum score of 30
 - GRE general exam, minimum score of 900 (Quantitative and Verbal combined).

Application Procedure

1. An application form for admission may be obtained online at www.harding.edu/education or by contacting the chair of Graduate Studies in Education, Box 12261, Searcy, AR 72149-2261; or e-mail gradstudiesedu@harding.edu.
2. Applications must be accompanied by a \$35 application fee which is not refundable and will not apply against the general registration fee if the applicant enrolls.
3. Applications must provide satisfactory references from three individuals attesting to the applicant's professional or academic performance, including one related to professional ability in the degree area to which the student is applying.

Provisional Admission

A student who does not fully meet the requirements listed above may receive provisional admission if he or she:

- (1) Holds a baccalaureate degree from a regionally accredited institution with a cumulative grade point average below 2.50 but not less than 2.35, attested to by official transcript(s). Provisional status is removed when the student completes 12 graduate level hours with at least a 3.0 grade point average, six of which must be in the academic area of concentration.



- (2) Has not submitted the required test score. The student is required to submit an acceptable score during the first semester enrolled for provisional status to be removed.

Prerequisites

“Leveling courses,” if required, will not be included within the semester hour requirements for the Master of Science in Education degree.

Other Program Requirements

Upon acceptance into the program, students must consult with director of their program concerning the required course of study, register for classes online through Campus Pipeline each semester, and complete financial registration with the Business Office online.

Graduate students taking 500-level courses concurrently with undergraduate students taking the corresponding 300- and 400-level courses will be assigned additional work.

Comprehensive examinations are required for the Master of Science in Education degrees. An application for the exams must be filed during the last semester of study. Contact the Office of Graduate Studies in Education for the deadline date. NOTE: Students wishing to do research in partial fulfillment of the requirements for this degree may be granted 6 hours credit, which will include a semester of EDFD 658, followed by the corresponding academic area thesis course. Special arrangements must be made with the chair of graduate studies. An oral defense of the the-

sis is required. The completion of the thesis replaces comprehensive examinations.

All course work must be completed within a period of eight calendar years. Course work taken more than eight years before graduation will not be acceptable.

Transfer and International Students

Correspondence credit will not apply toward the master’s degree. Students may transfer from other graduate schools, subject to the approval of the chair of graduate studies, a maximum of 6 semester hours of resident graduate work in which they have a grade of “B” or higher. All coursework to be transferred must be completed before a student’s last semester.

A minimum score of 550 on the TOEFL (Test of English as a Foreign Language) is required for students whose native language is not English, unless the student already holds a degree from an American college or university.

Academic Standing Requirements

These requirements are common to all programs in education and are listed later in this section.

Degree Requirements and Curriculum

Requests for degree may be submitted prior to a student’s final semester but must be submitted no later than the first week of the final semester. The graduation fee must be paid to the Business Office the last semester before graduation.

Degree requirements and curricula for each program are listed below.

1. MASTER OF SCIENCE IN EDUCATION – EARLY CHILDHOOD SPECIAL EDUCATION

Students who have teacher licensure or who desire to become licensed to teach while pursuing the master's degree will not be permitted to follow the Master of Science in Education degree plan.

To earn this degree, a student must successfully complete (1) the following 38 semester hours of coursework, and (2) written comprehensive exams or a thesis. (Prerequisites: EDFD 203 and SPED 303/503, or their equivalents.)

- I. Core (12 hours)
 - EDFD 643 History and Philosophy of Education 3
 - EDFD 645 Cultural and Sociological Issues in Education 3
 - EDFD 652 Research Methods 3
 - EDFD 666 School Law and Policy 3
- II. Special Education Courses (24 hours)
 - SPED 507 Behavioral Management 3
 - SPED 515 Issues in Human Development 3
 - SPED 620 Foundations in Assistive Technology 3
 - SPED 621 Characteristics of Young Children with Exceptionalities 3
 - SPED 622 Assessment of Children with Exceptionalities 3
 - SPED 623 Interdisciplinary Planning and Methods for Working with Young Children with Exceptionalities 3
 - SPED 624 Families of Young Children with Disabilities 3
 - SPED 665 Special Education Internship 3
- III. Bible and Religion (2 hours)
 - EDL 649 Christian Ethics in Education 2

2. MASTER OF SCIENCE IN EDUCATION - KINESIOLOGY

Students who have teacher licensure or who desire to become licensed to teach while pursuing the master's degree will not be permitted to follow the Master of Science in Education degree plan.

Students who are emphasizing kinesiology in their master's program are required to take KINS 601, 605, 606 and 607. Students with a previous major other than Kinesiology must have 12 didactic hours of kinesiology

before they can take graduate hours in kinesiology.

To earn this degree, a student must successfully complete (1) the following 35 semester hours of coursework, and (2) written comprehensive exams or a thesis.

- I. Core (12 hours)
 - EDFD 611 Advanced Principles of Learning and Teaching 3
 - EDFD 637 Foundations in P-12 Curriculum 3
 - EDFD 652 Research Methods 3
 - EDT 630 Issues and Applications of Educational Technology 3
- OR
- EDT 631 Creating Educational Technology Systems 3
- II. Kinesiology Courses (12 hours)
 - KINS 601 Readings in Physical Education 3
 - KINS 605 Advanced Biomechanics 3
 - KINS 606 Advanced Motor Learning 3
 - KINS 607 Physiology of Exercise 3
- III. Kinesiology Electives (9 hours)

May be chosen from 500- or 600-level courses.
- IV. Bible and Religion (2 hours)
 - EDL 649 Christian Ethics in Education 2

3. MASTER OF SCIENCE IN EDUCATION (VARIOUS SPECIALTY AREAS)

Depending on emphasis, the program of coursework for this degree is based on academic background and will be determined by the appropriate chair. Areas of emphasis may include Various specialty areas, including Art, the Behavioral Sciences, English, Family and Consumer Sciences, French, History/Social Science, Mathematics, Spanish, or Teaching English as a Second Language (TESL).

Up to 18 hours of leveling courses may be required before graduate courses can be taken.

This degree curriculum is not to be used for initial licensure. Students who have teacher licensure or who desire to become licensed to teach while pursuing the master's degree will not be permitted to follow the Master of Science in Education degree plan.

To earn this degree, a student must successfully complete (1) the following 35 semester hours of coursework, and (2) written comprehensive exams or a thesis. A minimum of 18 hours must be selected from courses numbered 600 or above.

- I. Core (12 hours)
- | | |
|---|---|
| EDFD 611 Advanced Principles of Learning and Teaching | 3 |
| EDFD 637 Foundations in P-12 Curriculum | 3 |
| EDFD 652 Research Methods | 3 |
| EDT 630 Issues and Applications of Educational Technology | 3 |
- OR
- | | |
|---|---|
| EDT 631 Creating Educational Technology Systems | 3 |
|---|---|
- II. Education Electives (6 hours)
- III. Non-Education Courses in an area of specialization (15 hours that must be approved by both the Chair of Graduate Studies in Education and the dean or chair of the area of specialization.)
- IV. Bible and Religion (2 hours)
- | | |
|---------------------------------------|---|
| EDL 649 Christian Ethics in Education | 2 |
|---------------------------------------|---|

ACADEMIC STANDING REQUIREMENTS

Admission Status: Students may be admitted in one of these categories:

Degree-Seeking Student

Degree-seeking students in the Graduate Studies in Education program are admitted either unconditionally or provisionally. These students are required to pay the \$35 application fee and supply all admission materials.

Nondegree-Seeking Student (NSD)

Students seeking additional teacher licensures or those who have already taken six hours of graduate work at Harding are classified as NSD students. These students must apply for admission to the Graduate Program as NSD students and are required to pay the \$35 application fee and supply all admission materials.

Special Student

Students seeking graduate work for professional advancement or personal enrichment are classified as Special. These students will be allowed to take 6 hours of graduate course work for credit. These students are not required to pay the application fee but are required to submit a special student application.

Entrance by Letter: Any student currently enrolled in a graduate program in another regionally accredited institution who wishes to take not more than six graduate hours at Harding University, and who wish-

es to transfer such credit to the other institution, may register and receive such credit at Harding University by submitting a letter from his or her parent institution. This letter should state the standing of the student and that the work will be accepted in exchange. In this case, no transcripts need to be submitted to Harding University's graduate program. The chair of graduate studies is authorized to enroll such a student.

Undergraduate Student

Undergraduate students in the University may register for graduate courses during their final semester's work, provided they lack not more than 9 semester hours of credit for graduation, make formal application for admission to graduate study, and meet the other regular requirements.

Graduate Student Seeking a Second Master's Degree

Graduate students seeking a second master's degree from the College of Education will use MMIN 650, Guided Studies, to fulfill their two hour Bible requirement.

Academic Regulations

Class Attendance: Admission to the University implies that the student will observe the regulations of the school in regard to class attendance. Regular attendance and participation in classroom activities are necessary for the attainment of a student's educational objective. The University reserves the right to dismiss a student whenever, in its judgment, the general welfare of the institution seems to require such action.

Student ID: Every student is required to have a student ID. In order to use the library and other facilities on campus, an ID is required.

Dropping Classes: To drop a class, a student must submit a properly signed, official drop card to the registrar. Any class dropped without the official approval of the University will be marked "F." Please contact the Graduate Office in the College of Education for more information.

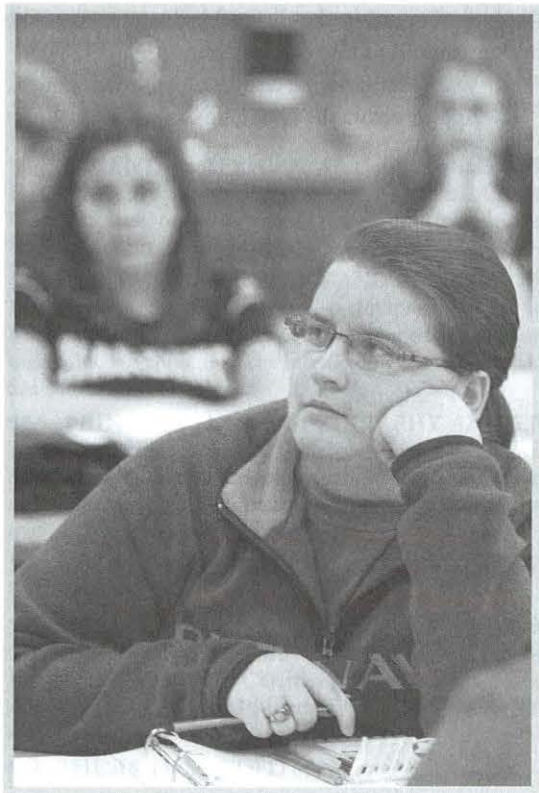
No completed class may be dropped.

Late Enrollment: For courses following the normal University schedule, enrollment is not permitted after Monday of the third week of the fall and spring semesters, or after the first week of either summer term except for limited programs. Exceptions to this regu-

lation must be approved by the instructor and the vice president for academic affairs. The amount of course work to be carried is reduced according to time of entrance. Enrollment in a graduate course will not be permitted if doing so will mean the student will have already violated the specific attendance policy of that course.

E-mail: Communication of important information will be disseminated via Harding e-mail accounts. It is the student's responsibility to check his or her Harding e-mail account regularly or to forward e-mails sent to that account to another e-mail address.

Examinations: A sufficient number of examinations, including a final, are given during a semester to provide a satisfactory basis for grades. Students are expected to take all regularly scheduled examinations. Students who miss an examination because of extraneous circumstances will need to contact the instructor to receive permission and rescheduling of the examination. A final examination may be taken out of regular schedule only in emergency situations approved by the instructor and the chair of graduate studies.



Comprehensive Examinations: Comprehensive examinations will be given on dates listed on the University calendar. An application for such examinations should be submitted by the student prior to the deadline date. Any person showing deficiency may be required to be reexamined or do additional work. Comprehensive examination requirements are listed in the requirements for each specific program.

Reports and Grades: Reports of semester and mid-semester grades are available to the student online.

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

- A — Excellent
- B — Satisfactory
- *C — Passing
- D — Failure
- F — Failure
- W — Withdrawn
- I — Incomplete

An "I" may be given only when the student has been unable to complete a course for reasons which, in the judgment of the instructor, have been unavoidable. Incompletes must be removed by the middle of the following semester. If an incomplete is not fulfilled within the specified time, it automatically becomes "F." (The writing of a thesis may be spread over two or more semesters. A student must register for thesis each semester until it is accepted.)

Grades: In order to determine the student's scholarship level, the following points are assigned for each hour of the indicated grade: A, 4; B, 3; C, 2; D, 1; and F, 0.

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

Grade Point Average for Degrees and Identified Programs of Study: An average scholarship level of 3.00 is required in all course work. No grade below "C" is acceptable for graduate credit (but will be used to calculate GPA), and only 6 semester hours of "C" credit may be counted. These must be balanced by 6 semester hours of "A" credit. Courses in which a grade of "C" has been received may be repeated. No course may be repeated more than once.

Course Credit: Courses that are not part of a degree

program at Harding University will be given graduate credit, but will not count toward a master's degree, unless given prior approval by the chair of graduate studies in education. Students may register in approved 500-level courses for graduate credit. They must reflect, however, a quality of work appropriate to graduate standing, and are assigned additional readings, projects or term papers beyond that which is normally expected of undergraduates. All master's degrees require a minimum of 18 hours to be taken at the 600 level. Students who register for an independent study course must show evidence through previously completed work that they are academically able to do the required work as independent study. Only two independent study courses may be part of a master's degree. Degrees in art and family and consumer sciences are the only exceptions to this policy.

Ability to Communicate: Because the ability to communicate is such an integral part of teaching, each candidate for the master's degree must demonstrate above average competency in written and spoken English.

Counseling and Registration: All students must contact the chair of graduate studies or the director of their specific program of study before their initial registration to plan an individual graduate program upon which subsequent registrations will be based. In addition to the general requirements for admission, all stu-

dents should:

1. Submit all requested changes in their program of study for approval by the chair of graduate studies or the director of their specific program of study;
2. Consult frequently with the chair of graduate studies or the director of their specific program of study concerning the work progress, as it is the student's responsibility to see that all requirements are met; and
3. Know that registration in the Graduate Program automatically carries with it an obligation on the part of the student to meet all the requirements of the degree as defined by the Graduate Council and regulations of the University.

Special Adjustments: Any change in or deviation from policy must be approved by the Graduate Council. Dependent upon a student's educational background, some graduate programs may require leveling courses to be taken prior to beginning graduate work.

Appeals: A student may appeal any decision of the Graduate Council or the chair of graduate studies. The student should follow this process:

1. Write a letter to the chair stating his/her request.
2. Appear before the Graduate Council to make an appeal.

DEPARTMENT OF ART (ART)

500. WATERCOLOR. (3) Fall, Spring. Painting and rendering in water based media. Prerequisite for art majors: 103, 104 and 200, or equivalent accepted by instructor.

501. SCULPTURE II. (3) Spring. Intermediate and advanced problems in selected sculptural media. Pre-requisite: 400 or consent of instructor. Fee for materials: See course fee schedule.

502. ADVANCED PAINTING. (3) Fall. Painting for advanced students seeking to develop individual expression in creative painting and technical mastery of various media. Prerequisite: 202.

512. WEAVING. (3) Spring. An introduction to 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. Fee for materials: See course fee schedule.

530. AMERICAN ART HISTORY. (3) Spring of odd years. Alternates with 533.

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

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

533. MODERN ART HISTORY. (3) Spring of even years. Alternates with 530. Western art from the 19th century to the present day.

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.

545. PRINTMAKING I: RELIEF AND INTAGLIO. (3) Fall. Explores the principles and techniques involved in fine arts printing by the relief and intaglio methods. Prerequisite: 200, or consent of the instructor. Fee for materials: See course fee schedule.

565. PRINTMAKING II: SERIGRAPHY AND LITHOGRAPHY. (3) Spring. In-depth study of the principles and techniques of serigraphy (silk screen) and Lithography. Prerequisite: 200, or consent of instructor. Fee for materials: See course fee schedule.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

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.

658. THESIS. (3) See EDFD 658.

675. INDEPENDENT STUDY. (3) Offered on demand. Qualified graduate students may take four times for credit, twice in same area, upon written recommendation of department chairman. Prerequisite: 12 hours of art and approval of department chairman and instructor. Fee depends on area.

DEPARTMENT OF BEHAVIORAL SCIENCES

PSYCHOLOGY (PSY)

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, interests, and special aptitudes. Prerequisites: 201, 325/525, or consent of the instructor.

501. GROUP PROCESSES. (3) Fall, Summer. Group dynamics, group organization and development of leadership. Group modification of individual conduct. Group work and research. Use of groups in the promotion of mental health. Prerequisites: PSY 380/580, 382/582, 385/585 or consent of instructor.

506. INDUSTRIAL PSYCHOLOGY. (3) Spring. Psychology applied in the work place. Psychological assessment, job design, occupational stress, worker motivation, and career development. Interpreting and applying the professional literature of industrial/organizational psychology. Prerequisite: 330/530.

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.** Prerequisites: 330/530 or consent of instructor.

512. TECHNIQUES OF COUNSELING. (3) Spring, Summer. Enhancement of interpersonal counseling skills and provision of a framework for understanding the interviewing and counseling process. Prerequisite: PSY 385/585.

515. DATA ANALYSIS. (3) Fall, Spring, Summer. Statistical analysis of social science research data using the statistical software package SPSS. Course integrates comprehensive understanding and application of SPSS with descriptive and inferential analysis of data. Prerequisites: PSY 325/525 and 330/530 or their equivalents. Three class periods and two hours laboratory per week.

525. STATISTICS. (3) Fall, Summer. The scientific method as applied to behavioral science through a study of research techniques and statistical analysis of data. Emphasis upon developing skills with descriptive and inferential statistics.

Three class periods and two hours laboratory per week. Prerequisite: 201 or consent of instructor.

530. RESEARCH METHODOLOGY. (3) Spring, Summer. Research methods of behavioral science, including observation, surveys, physical trace, experimental designs, program evaluation, various analyses of variance and non-parametric procedures to analyze data. Computer work and additional statistical techniques. A research project involving data collection, analysis, and report is required. Three class periods and two hours laboratory per week. Prerequisite: 325/525 or consent of the instructor.

535. ADVANCED RESEARCH IN PSYCHOLOGY. (3) Fall. A major research project which can be presented to doctoral programs as an example of interest and capability in conducting independent research. Enrollment limited on a competitive basis. Three hours lecture and one three-hour weekly lab. All reports typed APA publication style. Presentation of papers at the Arkansas Student Psychology Symposium is required. Prerequisites: PSY 325/525 and PSY 330/530 with minimum grade of "B" in both courses.

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.

540. FIELD EXPERIENCE IN PSYCHOLOGY. (3) Participation in an approved mental health agency in the North Central Arkansas area. Experience supervised by a faculty member. Prerequisites: 18 hours in psychology, consent of the department chairman, and purchase of professional liability insurance through Harding University. Fee: To be determined by insurance company.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

580. PSYCHOLOGY OF PERSONALITY. (3) Fall, Spring, Summer. Representative theories of personality are analyzed for their contribution to understanding human growth and development, psychopathology, and behavior change. The relationship of theory to assessment and research is examined. Prerequisite: 201.

582. ABNORMAL PSYCHOLOGY. (3) Fall, Spring, Summer. Basic concepts of psychopathology with emphasis on the development of behavior deviations. Descriptions of various types of behavioral disorders. The DSM-IV is heavily emphasized with a special focus on diagnostic criteria. Prerequisite: 201 or EDFD 203.

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. Prerequisites: 380/580 and 382/582.

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. Prerequisite: 12 hours of psychology or consent of instructor.

650. INDEPENDENT STUDY IN PSYCHOLOGY. (3) Individual study or research for graduate majors in psychology. Prerequisite: Approval of a formal proposal submitted to the faculty member and department chairman.

658. THESIS. (3) The amount of credit earned in this course will depend upon the comprehensiveness and quality of the research undertaken. Methods and techniques of research are treated and applied to the selection of a problem or topic, and the organization and interpretation of materials appropriate thereto.

SOCIAL WORK (SWK)

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 nondeath 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.

510. HUMAN DIVERSITY. (3) Fall, Spring, Summer. Identity, goals, and organizations of American minority groups. Race relations as a social problem. Dimensions of prejudice and oppression. Prerequisite: 203.

511. LAW AND BEHAVIORAL SCIENCES. (3) Summer, or upon sufficient enrollment. 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.

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.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

595. CHILD ABUSE AND NEGLECT. (3) Fall, Summer. 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 maltreatment. 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.

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.

SOCIOLOGY (SOC)

501. GROUP PROCESSES. (3) Fall, Spring, Summer. Group dynamics, group organization and development of leadership. Group modification of individual conduct. Group work and research. Use of groups in the promotion of mental health. Prerequisites: PSY 380/580, 382/582, 385/585, or consent of instructor.

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.

507. SOCIAL PSYCHOLOGY. (3) Fall, Spring, Summer. Psychology of the individual in the group situation. 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). Group research projects are required. Prerequisite: 330/530 or consent of the instructor.

510. HUMAN DIVERSITY. (3) Fall, Spring, Summer. Identity, goals and organizations of American minority groups. Race relations as a social problem. Dimensions of prejudice and oppression. Prerequisite: 203.

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.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

650. INDEPENDENT STUDY. (3) Individual study or research in sociology for qualified graduate students. Prerequisite: 12 hours of sociology and approval of the department chairman.

658. THESIS. (3) See EDFD 658.

COLLEGE OF BIBLE AND RELIGION

MASTER OF MINISTRY (MMIN)

650. GUIDED STUDIES. (1-3) Offered upon sufficient demand. Reading, research, reports and practical ministry experiences individualized in arrangement with an assigned mentor. Students are required to submit a prospectus of study to the graduate office to gain approval for the guided studies. Students are permitted to take no more than either 3 hours of guided studies or 2 hours in an interdisciplinary course. Education students who elect to take this course must take it for a minimum of two hours.

DEPARTMENT OF BIOLOGY (BIOL)

508. SCIENCE FOR THE ELEMENTARY SCHOOL TEACHERS. (3) Fall, Spring. A science content course designed especially for K-6 elementary teachers. This course will introduce and expand science concepts for the elementary teacher. Emphasis will be given to: (1) science literacy in an evolving technological society, (2) science as an active, constructive, cooperating process, (3) science involving experimentation, investigation of scientific phenomena, analysis, inquiry and problem solving, and (4) science that includes interdisciplinary content, connections and real-world applications. Corequisite: Must enroll in ELED 508 concurrently. Prerequisite: Admission to the Teacher Education Program. Fee: See course fee schedule.

DEPARTMENT OF CHEMISTRY

CHEMISTRY (CHEM)

505. RESEARCH. (1 or 2) 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 four laboratory hours per week is required per credit hour. May be repeated. Prerequisite: Junior standing and consent of faculty member who will advise. Fee: See course fee schedule.

511-512. PHYSICAL CHEMISTRY. (4,4) Fall, Spring. States of matter, thermodynamics, equilibria, kinetics, electrochemistry, spectroscopy and quantum mechanics. Three class periods and three hours laboratory per week. Prerequisites: CHEM 250 and 261, PHS 211-212 and MATH 251. MATH 251 may be taken concurrently. Fee: See course fee schedule.

544. SELECTED TOPICS. (1-4) Topics are determined by student needs and interests and instructor availability. May be repeated for additional credit as the topic changes.

550. INORGANIC CHEMISTRY. (3) Spring. Modern

inorganic chemistry including chemical bonding, concepts of acids and bases, chemistry of the main group elements, and coordination chemistry. Three class periods and three hours laboratory per week. Prerequisite: CHEM 250.

551. MICROCOMPUTER INTERFACING. (3) Spring. An introduction to the techniques of microcomputer interfacing, analog to digital conversion, and computer electronics. Prerequisite: Consent of the instructor. Credit will not be granted for both CHEM 551 and PHYS 550.

PHYSICAL SCIENCE (PHS)

540. STUDIES IN PHYSICAL SCIENCE. (0-3) Fall. Specialized studies in a particular field of physical science. May be repeated for a maximum of six hours.

567. COOPERATIVE EDUCATION. (1-3) See EDFD 567.

COLLEGE OF COMMUNICATION

MASS COMMUNICATION (COMM)

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

650. DIRECTED READINGS. (1-3) Offered on demand.

ORAL COMMUNICATION (COMO)

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

650. DIRECTED READINGS. (3) Offered upon sufficient enrollment.

THEATRE (COMT)

550. INDEPENDENT STUDY. (3) Offered with permission of instructor and department chair. Independent research in acting, directing, technical theatre and other relevant topics in theatre. May be repeated for a maximum of six hours total credit in any area.

650. DIRECTED READINGS. (1-3) Offered upon sufficient enrollment.

COLLEGE OF EDUCATION

COUNSELING (COUN)

Enrollment in these courses is restricted to students who have been accepted into the Master of Science in Professional Counseling: Clinical and School program. Other students may enroll by special permission of the program director only.

600. PRACTICAL USE OF THE DSM. (3) Spring, Summer of odd years. Use of the DSM-IV-TR for use in description and treatment of psychopathological disorders as a diagnostic tool. Emphasis is on effective use of treatment plans for practical application in the counseling setting. This course can be used to meet the prerequisite for the counseling program and may also be used in fulfillment of requirements for the Arkansas Board of Examining in Counseling.

601. COUNSELING THEORIES. (3) Fall. Theories and philosophies underlying current practices in the field of counseling. Special attention is given to helping students develop their own theoretical framework.

602. TECHNIQUES OF COUNSELING. (3) Summer. Major contemporary and historical theories in counseling and an introduction to their application in the counseling and consultation roles. Enhancement of interpersonal counseling skills and provision of a framework for understanding the interviewing and counseling process. Prerequisites: COUN 601 and either COUN 600 or PSY 585.

603. ACQUIRING CLINICAL JUDGEMENT THROUGH CASE STUDIES. (3) Fall. The study of case management skills as used in both public and private counseling. Includes diagnosing, eligibility intervention strategies and case monitoring, among others. Focus is on the ability to apply this knowledge to different populations and different types of treatment settings. Consideration is given to the diverse learner including difficulties encountered by children with learning problems. Educational, social and psychological developmental needs are addressed.

604. THE CLINICAL AND SCHOOL COUNSELING PROFESSIONAL: ETHICS AND ORGANIZATION. (3) Spring. A survey course which explores the history, theories, philosophies, and functions of both school and mental health counselors, it includes professional and ethical issues. This investigation of accreditation, licensure, and roles of professional school and mental health counselors includes interdisciplinary collaboration, and counselor identity. Attention will be given to initiating, managing and developing guidance and counseling services in the school as well as community clinical mental health settings. (This class meets ASCA standards of practice and is an approved core requirement for licensure by the ABEC and ADE for both school based and clinical mental health practice).

605. CAREER COUNSELING. (3) Fall. A study of the establishment and delivery of guidance information systems, kindergarten through adult, with emphasis on sources and uses of personal-social, occupational and educational information.

606. ANALYSIS OF THE INDIVIDUAL AND GROUP ASSESSMENT. (3) Spring. Analysis of the individual through objective tests, interviews and other data-gathering devices. Group assessment as pertaining to school-based programs. Student will gain knowledge and skill in assessment techniques and interpretation of results. Fee: See course fee schedule.

607. CRISIS INTERVENTION COUNSELING. (3) Fall. Study and practice in understanding crisis theory and crisis-induced dysfunctional behavior, crisis situations, and crisis intervention approaches to help students in emotional crises return to a state of cognitive, affective and behavioral equilibrium and functional coping.

608. ADVANCED HUMAN GROWTH: DEVELOPMENTAL FOUNDATIONS OF COUNSELING. (3) Summer. The study of human growth and development through the lifespan including theories of development in such areas as physical, mental, moral, personality and social maturation. Also addressed are abnormalities and variations in development due to gender, culture and environmental factors. Multicultural perspectives in counseling are incorporated.

610. GROUP COUNSELING. (3) Summer. Applications of theories of group guidance and group dynamics as these are utilized in assisting individuals. This course will include an experiential component. Prerequisites: COUN 601, PSY 585.

611. COUNSELING PRACTICUM: CLINICAL AND SCHOOL. (3) Fall, Spring. Structured, supervised practicum in the community including, but not limited to, school and agency settings. The practicum semester includes both University and on-site supervision. University supervision will be conducted in both seminar and individual formats designed to provide evaluation and analysis of the field experience. Prerequisites: purchase of professional liability insurance through Harding University, permission of supervision faculty. Fee: See course fee schedule.

613. COUNSELING INTERNSHIP: CLINICAL AND SCHOOL. (3-6) Fall, Spring, Summer. Clinical training that integrates knowledge, values and skills with direct counseling contact in the community. This may include, but is not limited to, school counseling levels P-16 and community mental health. Internship includes both University and on-site supervision. University supervision is conducted in both seminar and individual formats. Prerequisites: purchase of professional liability insurance through Harding University, permission of supervision faculty. The internship may be split over two semesters; 3 hours each semester. Fee: See course fee schedule.

633. PSYCHOPHARMACOLOGY. (3) Summer. The study of physiological/medical aspects of mental illness and the medications that are used to treat specific common disorders.

645. MULTICULTURAL COUNSELING. (3) Summer. Multicultural counseling course designed to help professional counseling students: (a) Review the multicultural counsel-

ing literature, (b) promote self-awareness and self-knowledge, (c) facilitate the construction of cultural knowledge to increase awareness and sensitivity to issues affecting multicultural populations, (d) identify intervention strategies applicable to multicultural clients, and (e) promote development of a personal philosophy of multicultural counseling toward becoming a multi culturally competent counselor.

650. INDEPENDENT STUDY IN COUNSELING. (3) Fall. The course will be an individual study of selected topics in counseling.

656. ALTERNATIVE AND EXPERIENTIAL THERAPIES. (3) Spring. A survey of alternative and experiential therapy theories including but not limited to adventure therapy, art therapy, animal-assisted therapy and play therapy. Course content includes theoretical, philosophical and multicultural considerations. Fee: See course fee schedule.

660. PRINCIPLES OF REHABILITATION COUNSELING. (3) Offered upon sufficient enrollment. Overview of the field of rehabilitation counseling including the philosophical, social, psychological, legal, and professional roles and skills. Prerequisites/corequisites: Consent of the instructor and program director.

661. MEDICAL, FUNCTIONAL AND ENVIRONMENTAL ASPECTS OF DISABILITY. (3) Offered upon sufficient enrollment. An introduction to the medical profession and its relationship to rehabilitation counseling. Special attention given to the human body system, medical terminology and assistive technology. Students will develop an understanding of individuals with disabilities and their psychological, physiological and environmental rehabilitation. Prerequisites/corequisites: Consent of the instructor and program director.

662. CHEMICAL DEPENDENCY REHABILITATION COUNSELING. (3) Offered upon sufficient enrollment. This course provides foundational knowledge for counseling persons with substance use disorders. The student will be introduced to definitions of addiction, substance abuse and dependence. A holistic approach to treatment and recovery will be emphasized. Assessment, initial treatment, and intervention techniques will be explored for rehabilitation of substance use disorders. Twelve step and spiritual approaches will also be reviewed.

677. LEGAL AND ETHICAL ISSUES IN COUNSELING. (3) Spring. This course equips professional counselors with knowledge about the legal environment and ethical issues surrounding counseling. It introduces the American legal system and case law, statutes, and regulations with special attention given to application in school and community mental health settings (e.g. special education). Following standards of CEC, ISLLC, ACA and ASCA, this course provides opportunities for students to explore issues through cases, simulation and hypothetical models using a multidisciplinary team approach.

680. COUNSELING AND ABNORMAL PSYCHOLOGY. (3) Fall. Basic concepts of psychopathology includ-

ing biopsychosocial elements and service delivery mechanisms across the lifespan. Emphasis will be given to the role of neuroscience in psychopathology and its treatment. This course meets the requirement for additional coursework for the license in professional counseling and is not a part of the core requirements for a Master of Science in Counseling.

684. FAMILY AND RELATIONSHIP. (3) Summer. An overview is provided of the major theories of family therapy and their therapeutic implications. Attention is given to the treatment of problems within a systems framework. Students are given a comprehensive survey of the major models of family therapy that includes, but is not limited to, the following: structural, strategic, Bowenian, experiential, solution-focused, behavioral and systemic.

690. SPECIALIZED STUDIES IN PROFESSIONAL COUNSELING. (1-3) Offered upon sufficient demand. This course offers focused study in specialized areas of counseling. Prerequisite: consent of program director. Qualified graduate students may take this course 2 times in different areas.

749. THE ETHICAL COUNSELING PROFESSIONAL. (2) Spring. A course designed to explore the role of biblical values in ethical decision making for the counseling professional and considering these values as well as professional codes of ethics resolving ethical dilemmas.

750. INDEPENDENT STUDY IN COUNSELING. (3) Fall. The course will be an individual study of selected topics in counseling.

787. ADVANCED COUNSELING INTERNSHIP. (1-6) Fall, Spring. Advanced clinical training that integrates knowledge, values and skills with direct counseling contact in the community. Internship includes both University and on-site supervision. University supervision is conducted in both seminar and individual formats. Prerequisite: Purchase of professional liability insurance through Harding University. May be repeated up to two times for additional supervision. Upon approval, course may be applied toward supervised LAC hours. Fee: See course fee schedule.

788. SUPERVISION OF COUNSELING. (3) Offered upon sufficient enrollment. Critical analysis of theories of counselor supervision, techniques associated with theories, and assessment of those supervision models; survey of research on counseling supervision issues includes at least 18 hours of supervision practice under faculty supervision. Prerequisite/corequisite: COUN 787.

EARLY CHILDHOOD (P-4) (ECED)

508. INTEGRATING MATHEMATICS AND SCIENCE FOR THE P-4 TEACHER. (2) Fall, Spring. A laboratory designed to assist P-4 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-4 classroom.

Prerequisites: MATH 151, 240 and admission to the Teacher Education Program. Corequisite: BIOL 408/508. Fee: See course fee schedule.

510. 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.

511. EARLY CHILDHOOD CURRICULUM DESIGN AND ASSESSMENT. (3) Fall, Spring, Summer. A study of the early childhood curriculum and its alignment with state standards, educational theories and national guidelines. The course will prepare candidates to integrate their understanding of developmentally effective approaches to teaching and learning. It will also provide opportunities for designing, implementing and assessing meaningful early childhood curriculum. Prerequisites: Admission to the Teacher Education Program and ECED 410/510.

514. 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 prior to student teaching. Prerequisites: Admission to the Teacher Education Program and completion of ECFD 311/511 or consent of the dean. Fee: See course fee schedule.

520. INTERDISCIPLINARY APPROACH TO TEACHING ARKANSAS HISTORY. (3) Fall, Spring, Summer. Teaches elementary and special 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. Prerequisites: Admission to the Teacher Education Program and EDFD 311/511.

541. SUPERVISED TEACHING-EARLY CHILDHOOD (Grades P-4). (6-12) Fall, Spring. A semester of teaching in an early childhood classroom under the supervision of a qualified cooperating teacher. Prerequisites: EDFD 202, 203, 311/511; ECED 314/514, 408/508, 412/512, 413/513, 420/520; BIOL 408/508; 15 hours from ART 211, ENG 350, GEOG 302/502 or 303/503, MATH 151, 240, MUS 316, KINS 330/530; and admission to the supervised teaching semester. Transfer students who took EDFD 202, 203 or 311/511 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 chair of professional field experiences prior to the semester in which supervised teaching is 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.

581. EARLY CHILDHOOD PRACTICUM. (3) Fall, Spring, Summer. Four weeks of teaching, or its equivalent, in a classroom situation under the supervision of a qualified cooperating teacher. Available to students who need an early childhood experience for licensure. May be repeated. Prerequisites: EDFD 202, 203, 311/511; ECED 410/510, 411/511, 420/520; 15 hours from ART 211, BIOL 408/508, ECED 408/508, ENG 350, GEOG 302/502 or 303/503, MATH 240, MUS 316, KINS 330/530; and the consent of the chair of graduate studies and the chair of professional field experiences.

601. SCIENCE, MATHEMATICS, AND READING: AN INTERDISCIPLINARY APPROACH, P-4. (3-6) Offered upon sufficient enrollment. The workshop will stress the learning of Science, Mathematics, and Reading as active, integrated, constructive processes involving experimentation, activities, demonstrations, communicating, reasoning, and problem solving.

602. ALIGNING INSTRUCTION AND CURRICULUM WITH STATE STANDARDS AND ASSESSMENT. (3) Offered upon sufficient enrollment. A course designed for the development of elementary classroom (P-6) curriculum that aligns with the Arkansas Curriculum Frameworks and the state assessments. The creation of a clear picture of what is happening in the classroom at specific points during the school year (benchmarks) and how to use the quality performance assessments to help students meet the state content standards will be included. For teachers of grades P-6.

621. MATH AND SCIENCE FOR THE YOUNG CHILD. (3) Summer. A math/science content and materials graduate course designed especially for the K-4, early childhood instructor. The importance of science and math literacy in an evolving technological society will be stressed. Science and math learning will be presented as an integrated, active, constructive and cooperating process involving experimentation, investigation, analysis, inquiry and problem-solving techniques for the young child. The scope of the course will involve the biological, earth and physical sciences in relation to state and national standards, as well as methods of teaching and current issues in the field of early childhood science and math education.

622. SOCIAL STUDIES AND LANGUAGE ARTS FOR THE YOUNG CHILD. (3) Summer. Objectives, content and materials, curricula (based on state and national standards), organization, methods of teaching, and current problems in the fields of teaching social studies and language arts. An emphasis on diversity, technology and play will be embedded into the course.

632. TEACHING THE "AT RISK" CHILD. (3) Offered upon sufficient enrollment. Course specifically designed for the classroom teacher to help students with reading problems. Specific strategies will be presented to effectively implement a Diagnostic-Prescriptive model for instruction within the classroom. Teaching reading the RIGHT way — meaning Reading Individuals Gain Higher-Level Thinking. The course is designed to help classroom teachers understand a TOTAL reading program specifically focusing on the students who are "at risk" of failing due to reading disabilities.

634. PRACTICUM-IMPLEMENTATION WITHIN THE CLASSROOM. (1-3) Offered upon sufficient enrollment. This course is designed to further implement the skills of teaching reading to the "at risk" child within the classroom. Emphasis will be on corrective strategies, continuous informal diagnosis and scope and sequence of reading. Prerequisite: ELED 632.

665. TEACHING INTERNSHIP. (3 or 6) Fall, Spring. Supervised participation in an approved kindergarten classroom setting in an elementary school. Prerequisites: Consent of appropriate chairs. Fee: See course fee schedule.

EDUCATIONAL FOUNDATIONS (EDFD)

511. 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 511 must be completed in residence at Harding and cannot be taken by correspondence. Prerequisite: EDFD 202 or 643 and 203 or SPED 515 or COUN 608.

520. EDUCATIONAL TECHNOLOGY. (3) Spring, on sufficient enrollment. 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. Prerequisite: Admission to the Teacher Education Program. Fee: See class fee schedule.

540. STUDIES IN EDUCATION. (0-6) Offered upon sufficient demand. Specialized study in a particular field of education. May be repeated.

567. COOPERATIVE EDUCATION. (1-6) Cooperative education combines formal classroom theory with practical, career related work experience. A faculty member designated by the chair of Graduate Studies will supervise the work experience. The project will include both written and oral reports to assess the educational value of the work experience.

ence. The cooperative work experience cannot be used to meet graduation requirements, and it must be approved by the department chair and chair of Graduate Studies.

609. TECHNICAL GRANT WRITING. (3) Fall. Advanced study of the planning and writing of proposals and grants with emphasis on active learning, and the teaching of basic skills regarding grant proposal writing. Key components include the importance of grant writing, grant research, purpose and scope, need, methodology, project feasibility, facility requirements, personnel qualifications, cost, and proposal presentation.

611. ADVANCED PRINCIPLES OF LEARNING AND TEACHING. (3) Summer. This course examines the P-16 learner through development stages, educational psychology, intelligence, and motivational theories. This course provides the candidate with experience and knowledge in several effective teaching methods and instructional strategies. This course also examines the philosophy of differentiated instruction with respect to becoming equipped to meet the needs of all learners in a classroom.

637. FOUNDATIONS IN P-12 CURRICULUM. (3) Spring, Summer. General trends and issues in P-12 curriculum will be explored and analyzed within a systems framework. Specific topics such as curriculum decision-making using Understanding by Design, curriculum alignment and curriculum mapping will be discussed. This course will equip teachers to articulate curriculum issues and content throughout a P-12 system.

643. HISTORY AND PHILOSOPHY OF EDUCATION. (3) Fall, Summer. Nature, history, techniques and aims of education in light of presentative educational philosophies. Attention to their influence upon present day educational thought and practice. Consideration given to the understanding of concepts and terms peculiar to the field.

644. PRE-CANDIDACY TOWARDS NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS. (0-3) Fall. Application and certification process in preparation for National Board Certification, including the state application process and preparation towards the National Board portfolio and assessment processes. Emphasis placed on the NBPTS five core propositions, the mission of NBPTS and attributes of exemplary teachers. Prerequisite: Attending a NBPTS orientation meeting. Corequisite: Arkansas Department of Education application process.

645. CULTURAL AND SOCIOLOGICAL ISSUES IN EDUCATION. (3) Spring, Summer. Study of educational theories, principles and practices in the light of current sociological concepts, with special reference to educational problems arising from our rapidly changing social, economic and political conditions. Educational needs and adaptation of training institutions in terms of educational change; ways in which selective culture factors and trends affect the process of organization of education.

646. NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS. (0-3) Spring. Scaffolding and completion of the National Board Certification process



EDUCATIONAL LEADERSHIP (EDL)

Enrollment in these courses is restricted to students who have been accepted into the Educational Leadership Program. Other students may enroll by special permission of the program director only.

601. SCHOOL AND FAMILIES IN A CHANGING ENVIRONMENT FOR ADMINISTRATORS. (3) Spring. Study of the changes in and dynamics of the contemporary family and the impact on the classroom and learning practices. The administrator's role and response to a rapidly changing American society are emphasized.

620. TECHNOLOGY APPLICATIONS FOR ADMINISTRATORS. (3) Fall, Spring, Summer. A study of technology and current software available to assist administrators in helping their schools strive toward their vision. Opportunities to actually use this technology will be provided.

633. OVERVIEW OF THE EDUCATIONAL LEADERSHIP PROGRAM. (1) Fall, Spring, Summer. An introduction to the Educational Leadership program that will include a study of the Interstate School Leadership Licensure Consortium (ISLLC) standards, information and requirements on portfolios, and information on the internship component of the program. This course must be taken during the first semester of every candidate's program of study. Fee: See course fee schedule.

634. TRENDS IN CURRICULUM AND SCHOOL REFORM FOR ADMINISTRATORS. (3) Summer. Recent innovative trends in educational practice including current curriculum models and school reform models. (Smart Start, Step, Data Driven Decision, etc.)

649. CHRISTIAN ETHICS IN EDUCATION. (2) Fall, Spring, Summer. Ethical teachings of the Bible and prevailing ethical thinking as applied to education are explored in this course. Biblical passages related to professional conduct, individual ethics, employee-employer relationships, student-teacher-parent relationships, decision-making and evaluation are specifically examined. An approved substitute for Bible in all College of Education graduate degree programs.

650. INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP. (1-3) The course will be an individual study of selected topics in educational leadership.

652. ACTION RESEARCH FOR ADMINISTRATORS. (3) Fall. Action research methods as a logical extension of school endeavor, including data collection, data analysis, and development of an action plan.

654. SUPERVISION OF INSTRUCTION. (3) Summer. Contribution of supervision to teaching through leadership in curriculum development, guidance, student activities, school services, and other phases of the school as a social enterprise. Special techniques of improvement of teaching and learning through utilization of the processes of democratic participation, guidance, research, social forces and trends.

655. ADMINISTRATIVE INTERNSHIP I. (2) Fall, Spring, Summer. Supervised participation in an approved

including the assessment process, the portfolio entries and the assessment center exercises. Emphasis placed on the National Board for Professional Teaching Standards and five core propositions including knowledge, skills, dispositions and commitment of National Board teachers. Corequisite: Arkansas Department of Education and National Board required application completed.

647. DATA-DRIVEN EVALUATION FOR SCHOOL IMPROVEMENT. (3) Spring. Decision-making and development of school improvement plans based on analysis of student achievement data. Includes use of assessment software to analyze academic strengths and weaknesses for planning instruction and professional development. Designed for education professionals practicing in Arkansas.

650. INDEPENDENT STUDY IN EDUCATION. (0-3) The course will be an individual study of selected topics in education.

652. RESEARCH METHODS. (3) Fall, Spring, Summer. Essential techniques in research work, selecting and defining problems, treatment and interpretation of data and research reporting. Types of research, criteria for selecting and planning a problem, preparing bibliographies, securing data for various types of research, the organization, preparation and interpretation of materials.

658. THESIS AND RESEARCH. (3) Offered upon sufficient enrollment. Methods and techniques of research are treated and applied to the selection of a problem or topic; and the organization and interpretation of materials appropriate thereto. This must be followed by the corresponding academic area thesis course.

666. SCHOOL LAW AND POLICY. (3) Fall. Statutes and judicial decisions relating to education. Special application is made to Arkansas schools.

805. INTRODUCTION TO STATISTICAL TECHNIQUES. (3) A detailed review of the bivariate statistical techniques and an introduction to the multivariate techniques used in educational research including: measures of central tendency, variation, rank and correlation; the normal curve and probability; testing differences between means; analysis of variance; regression analysis and nonparametric procedures. Prerequisite: EDFD 652 or equivalent.

815. ADVANCED STATISTICAL TECHNIQUES. (3) Application of advanced data analysis procedures including analysis of variance, multiple regression, MANOVA, discriminate analysis, factor analysis and categorical models. Proficiency with statistical software packages. Prerequisite: EDFD 805.

852. ADVANCED RESEARCH METHODS IN EDUCATION. (3) Application of scientific methods to specific educational programs, including formulation of research questions, reviewing empirical literature, drawing samples, designing and evaluating instruments, designing data collection and analysis plans, and drawing conclusions. Prerequisite: EDFD 815.

890. DISSERTATION. (1-6) Prerequisite: Candidacy.

administrative setting where candidates will observe and practice topics discussed in their course of study. Requires 100 hours of internship broken down into three components: 75 hours of actual internship, 20 hours work on two specific intern projects, and 5 hours of participation in a state, district, co-op or professional organization administration seminar. Fee: See course fee schedule.

661. CHRISTIAN SCHOOL LEADERSHIP. (3) Summer, offered on sufficient enrollment. A foundation course in the unique aspects of administering a Christian elementary and secondary school including organization, philosophy, curriculum, finance, institutional relations and fund raising. Attention will be given to the integration of Bible into the curriculum.

662. SCHOOL ORGANIZATION AND BUILDING LEVEL LEADERSHIP. (3) Fall. A study of the principles and concepts of organization, administration, and leadership of schools and the influence of socioeconomic, political and professional factors on the administration of schools.

664. SCHOOL AND COMMUNITY RELATIONS. (3) Spring. Identification, study and analysis of concepts and procedures to develop better communication. Cooperative partnership between the school and community.

665. ADMINISTRATIVE INTERNSHIP II. (2) Fall, Spring, Summer. A continuation of Administrative Internship I. This internship could be in a different educational setting. The same format of 100 hours is required. Fee: See course fee schedule.

666. EDUCATION LAW AND VALUES FOR ADMINISTRATORS. (3) Fall. Statutes and judicial decisions relating to education. Special application is made to Arkansas schools.

669. SCHOOL FINANCE. (3) Spring. A critical study of the basic principles of school finance including taxation, school receipts and special problems in educational finance.

NOTE: Enrollment in all 700-level EDL courses is restricted to students who have been accepted into the Ed.S. program, the Ed.D. program, or district-level program of study.

749. ETHICAL LEADERSHIP IN EDUCATION. (2) Fall. Ethical teachings of the Bible and prevailing ethical thinking as applied to education are explored in this course. Biblical passages related to professional conduct, individual ethics, employee-employer relationships, student-teacher-parent relationships, decision making and evaluation are examined through the lens of a district-level administrator.

770. SCHOOL PLANT AND FACILITIES. (3) Summer. To examine the areas of educational facilities that successful school superintendents may use to gain practical knowledge of planning, financing, constructing and furnishing such facilities with emphasis given to the development of appropriate application to the present administrator's need of providing quality facilities for educational programs.

772. SUPERINTENDENT AND BOARD RELATIONS. (3) Fall. The purpose of this course is to provide in-depth information concerning the duties and responsibilities of the superintendency and the relationship between that position and the board of education.

774. ADVANCED LEADERSHIP AND SUPERVISION. (3) Summer. The roles of leadership and supervision will be discussed in terms of current accountability issues. Staff development, academic improvement plans, school report card and ACSIP will be among the topics discussed.

775. DISTRICT ADMINISTRATOR INTERNSHIP. (3) Fall, Spring, Summer. This field experience will allow the intern to synthesize what has been learned in the classroom while under the supervision and mentoring of an experienced on-site supervisor. The internship will require 100 on-site clock hours, plus attendance at a professional meeting for district-level administrators and completion of a specialist's project. Fee: See course fee schedule.

778. SUPERINTENDENCY. (3) Spring. This course will involve instruction and discussions on the knowledge, dispositions and performances necessary to be an effective superintendent. Topics to be explored include superintendent visibility and availability, personnel issues, community relations, the political aspects of the position, leadership style, and district technology issues including superintendent technology needs. Some subjects, such as board relations and finance, will be revisited as important reviews or pulling together of previous learning.

NOTE: Enrollment in all 800-level EDL courses is restricted to students who have been accepted into the Ed.D. program in Educational Leadership.

800. LEGAL, POLITICAL AND ETHICAL ISSUES IN HIGHER EDUCATION LEADERSHIP. (3) A study of constitutional, statutory and case law pertaining to higher education in its political and spiritual context.

810. ISSUES IN P-20 EDUCATION. (3) Analysis of current issues in P-20 education, including accountability, markets, changing policy environments, private-public partnerships, faith-based initiatives and technology.

820. STRATEGIC PLANNING AND ASSESSMENT. (3) An overview of the process of strategic planning and assessment as it relates to P-20 programs, including development of shared vision, goals, strategies, outcomes and criteria for success.

830. HIGHER EDUCATION ADMINISTRATION. (3) An exploration of the organization and governance of higher education emphasizing the effective management and leadership needed for administrators in the public and private sectors of higher education.

840. P-20 SCHOOL PERSONNEL MANAGEMENT. (3) An exploration of the management of human resources in P-20 settings, including recruitment, selection, professional development, compensation, evaluation, motivation,

contract issues and conflict management.

849. ETHICAL EDUCATIONAL CHRISTIAN LEADERSHIP. (2) The role of the educational leader from a biblical perspective, including analysis of practices of biblical leaders such as Moses, David, Solomon, Hezekiah, Jehoshaphat, Jesus, Peter and Paul, and their application to current ethical and moral issues.

850. HIGHER EDUCATION FINANCE. (3) An examination of fiscal principles and resource management procedures used in the operation of colleges and universities.

860. FRAMEWORKS OF LEADERSHIP. (3) An examination of various conceptual frameworks for effective leadership, including the work of authors such as James Collins, Peter Drucker, Thomas Peters and Michael Porter.

EDUCATIONAL TECHNOLOGY (EDT)

600. CHALK AND WIRE. (0) Fall, Spring, Summer. This course provides an online orientation to Chalk & Wire and access to the software for candidate use. Required of all incoming students seeking M.A.T., M.Ed., M.S. Counseling, Ed.S., and Ed.D. degrees, along with candidates seeking licensure through a program of study. Must be taken at the beginning of the candidate's first semester of study. Fee: See course fee schedule.

620. INSTRUCTIONAL APPLICATION OF TECHNOLOGY. (3) Fall. The focus of this course is the more commonly used technology applications in the classroom. Students will be able to develop, integrate and model technology as a learning tool and its uses in the K-12 classroom. They will use applications such as Internet browsers and resources, graphic organizers, publication, and presentation software. Students will use peripheral devices such as CD/DVD ROMS, digital cameras, scanners, and a smart classroom.

621. ADVANCED INSTRUCTIONAL APPLICATION OF TECHNOLOGY. (3) Spring. Building on the skills from the prerequisite course, the course will focus on less commonly used applications in the classroom. Students will be able to develop, integrate and model technology as a learning tool and its uses in the K-12 classroom. Software applications will include hypermedia, video production, Web site creation, data manipulation, and electronic portfolio creation. Prerequisite: EDT 620.

630. ISSUES AND APPLICATIONS OF EDUCATIONAL TECHNOLOGY. (3) Spring of even years, Summer of odd years. An introduction to the issues surrounding the use of technology in schools and the applications of instructional software in the educational setting. The emphasis will be on the appropriate uses of software to enhance instruction, and on identifying and communicating the need to stakeholders. Topics will include application, instructional and authoring software as well as online

and distance learning. The topics covered will change as issues and software change.

631. CREATING EDUCATIONAL TECHNOLOGY SYSTEMS. (3) Spring of odd years, Summer of even years. This course is about the use of media (new and old) in educational settings. The emphasis will be on planning, acquiring and using media and technology in a classroom. Technologies discussed will include but not be limited to video, digital imaging, adaptive devices, scanners, printers, networks, distance learning, online learning tools and traditional media. Projects will be completed that require the use of one or more newer technologies. The topics covered will change as new technologies become available.

LITERACY (LRCY)

705. LITERACY LEADERSHIP. (3) An investigation of the procedures of organizing, administering and leading a comprehensive literacy program at national, state, district and school levels. Includes a strong component in addressing the roles and rationale for literacy coaching and specialists. Prerequisite: EDL 662.

710. THEORETICAL MODELS AND PROCESSES OF COGNITION. (3) Inquiry into the principles of learning theory and its relationship to language and literacy acquisition and subsequent impact on literacy instructional models.

750. THEORETICAL MODELS, PROCESSES AND ASSESSMENT OF COMPREHENSION AND VOCABULARY DEVELOPMENT. (3) An advanced inquiry into the cognitive and metacognitive processes of understanding text and developing readers into internalized, self-regulated comprehenders and the role of vocabulary in this development.

751. THEORETICAL MODELS, PROCESSES AND ASSESSMENT OF FLUENCY. (3) Study of the role of prosody, automaticity and rate in the development of readers.

752. THEORETICAL MODELS, PROCESSES AND ASSESSMENT OF PHONEMIC AWARENESS AND PHONICS. (3) Focuses on an in-depth understanding of the role of phonological principles and its pairing to graphemic awareness in the development of young readers and writers.

753. THEORETICAL MODELS, PROCESSES AND ASSESSMENT OF MOTIVATION TO READ AND WRITE. (3) Examines the role of engagement, efficacy and interest in the development of proficient readers and writers and the environments that enhance this development.

754. THEORETICAL MODELS, PROCESSES AND ASSESSMENT OF WRITING AND ORTHOGRAPHY. (3) A study of the role of writing and its relationship to spelling in the development of literacy with students.

MASTER OF ARTS IN TEACHING (MAT)

Note: See the Graduate Office in the College of Education for class schedules.

601. SCHOOL AND FAMILIES IN A CHANGING ENVIRONMENT. (3) See Graduate Office for schedule. Study of the changes in and dynamics of the contemporary family and the impact on the classroom and learning practices. The teacher's role and response to a rapidly changing American society are emphasized.

602. CURRICULUM INSTRUCTION/ALIGNMENT AND MAPPING. (3) See Graduate Office for schedule. A course designed for the development of the (P-12) classroom curriculum aligned with the Arkansas Curriculum Frameworks and the state assessments. The creation of a clear picture of what is happening in the classroom at specific points during the school year (benchmarks), and instructions on how to use the quality performance assessments to help students meet the state content standards will be included.

603. MANAGING THE LEARNING ENVIRONMENT. (3) See Graduate Office for schedule. Teacher's role in integrated approach to managing classroom's physical and behavioral learning environments, school curriculum, and pupil development and learning.

604. INSTRUCTIONAL DESIGN. (3) This course will focus on a study of research based instructional strategies and their impact on student learning.

605. CLASSROOM ASSESSMENT STRATEGIES. (3) Creation and use of classroom assessment strategies for student achievement which involve examination of the processes as well as the products of learning. Variants of performance assessments that require students to generate rather than choose a response. Exhibitions, investigations, demonstrations, written or oral responses, journals, and portfolios are examples of alternatives.

634. TRENDS IN CURRICULUM AND SCHOOL REFORM. (3) Recent innovative trends in educational practice including current curriculum models and school reform models. (Smart Start, Step and Data Driven Decision).

652. ACTION RESEARCH. (3) Designed to assist the teacher in defining and researching an education problem in a classroom setting. Effective applications to specific educational practice and school improvement are emphasized.

666. EDUCATION LAW AND VALUES. (3) Statutes and judicial decisions relating to education. Special application is made to Arkansas schools.

MIDDLE CHILDHOOD/ EARLY ADOLESCENCE (4-8) (MLED)

514. 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.

508. INTEGRATING MATHEMATICS AND SCIENCE FOR THE 4-8 TEACHER. (2) Fall, Spring. A laboratory designed to assist 4-8 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 4-8 classroom. Prerequisites: MATH 151, 240 and admission to the Teacher Education Program. Corequisite: BIOL 408. Fee: See course fee schedule.

516. 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.

542. 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 cooperation teacher. Prerequisites and requirements: EDFD 202, 203, 311; SPED 303; MLED 314, 408, 416; BIOL 408; RDNG 412, 413; HIST 336; MATH 240; GEOG 302 OR 303; HED 203 and complete the Middle Level Math/Science menu or English/Language Arts/Social Science menu.

582. 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 MLED 442. Fee: See course fee schedule.

READING EDUCATION (RDNG)

512. EMERGENT LITERACY. (3) Fall, Spring, Summer. The teaching of reading using a balanced early literacy program approach for the young child with an emphasis on understanding the nature of reading and writing, phonics, and literature-based instruction in the context of rich and varied reading and writing experiences. Prerequisite: Admission to the Teacher Education Program.

513. LANGUAGE ARTS AND LITERACY. (3) Fall, Spring, Summer. Teaching integrated language arts in the upper elementary and middle-level grades with emphasis on the teaching of reading in the content areas, including study skills, teaching research validated strategies, assessment pro-

cedures and tools, and special needs techniques. Prerequisites: RDNG 412/512 and admission to the Teacher Education Program.

540. STUDIES IN READING. (0-6) Offered upon sufficient enrollment. Specialized study in an area of reading. May be repeated.

615. LITERACY ASSESSMENT. (3) Summer. Study of causes of reading difficulties, assessment of reading strengths and weaknesses, and appropriate interventions. Prerequisite: Admission to the Graduate Reading Program.

620. WRITING-THEORIES AND PROCESSES. Fall, Summer. The purpose of this course is to study the theory and practice of teaching writing. Topics include: history of writing systems, stages of writing development, theories/philosophies of writing instruction, relationship to orthography, grammar, and management of the writing classroom. It will be a study of the major instructional strategies and underlying research and theory for teaching the writing elements of process, craft and conventions.

630. LITERACY STRATEGIES FOR BEGINNING/EMERGENT READERS. (3) Fall. Advanced implementation of a balanced emergent literacy program, incorporating the reading/writing processes, examining the relationship between assessment and students' literacy development, embracing the connection that phonemic awareness has with phonics instruction, facilitating comprehension, integrating technology, and aligning with state and national standards.

633. LITERACY ASSESSMENT AND INTERVENTION FIELD EXPERIENCE. (3) Fall. Internship practice in reading improvement. Participants will use interventions which have been developed for individual students with reading difficulties. This class places University class participants in tutorial and whole group intervention roles with elementary students who have been identified as being in need of reading support. Prerequisites: RDNG 615 and 640 and admission to the Graduate Reading Program.

634. LITERACY CURRICULUM. (3) Spring. This course is a study of general principles and techniques of selecting and organizing literacy curriculum materials and experiences. An exploration of current brain research and practical application for classroom practice will be emphasized. Various ways of designing curriculum will be discussed. The importance of collaboration in curriculum design and assessment will be stressed and modeled. Curriculum will be presented as an active, constructive, cooperative process involving experimentation, investigation, analysis, inquiry and problem solving techniques.

635. LITERACY AND LITERATURE. (3) Fall. An advanced inquiry into the utilization of literature (picture books through young adult literature) into K-12 literacy classroom practice. Components of the class will include specifically teaching comprehension strategies through metacognitive modeling, vocabulary development and fluency through authentic narrative text. An exploration of the uses and application of nonfiction (expository) text, particular-

ly in the content areas, will also be included. Functional print and its application to state and national testing will also be examined. The class will align itself with the knowledge necessary to be successful on the Praxis Reading Specialist exam and National Board Certification.

636. LITERACY STRATEGIES FOR FLUENT READERS. (0, 3) Spring. Advanced inquiry into reading/writing theories and current strategies of instruction. Examines reading and writing as processes, modeling of the metacognitive strategies of proficient readers, integration of the language arts across the curriculum, creating literate classroom environments, utilization of technology to enhance literacy instruction, reading/writing workshop, and its alignment with state and national standards, frameworks, assessments and the role of the reading professional.

640. LITERACY INTERVENTIONS. (3) Summer. A study of the nature and needs of students with assessed weaknesses in literacy. Emphasis is placed on intervening in the areas of phonological awareness, phonemic awareness, phonics, fluency, comprehension, word study and motivation.

648. CONTENT LITERACY. (3) Spring. This course is designed to provide understanding into how information is gained from many kinds of text in content areas and how knowledge is constructed from this information by students in the upper elementary, middle and secondary grades. A balanced approach will be used as textbooks, tradebooks and electronic resources are examined. There will be an emphasis on employing those metacognitive strategies that proficient readers use when engaging with text, and how to model those in a content classroom. Strategies on how to develop vocabulary, aid comprehension, utilize effective study strategies, and develop background knowledge in order to improve content literacy will also be examined.

SECONDARY EDUCATION (SEED)

514. 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 prior to student teaching. Prerequisite: Admission to the Teacher Education Program and completion of EDFD 311/511 or consent of the dean. Fee: See course fee schedule.

516. THE MIDDLE SCHOOL. (3) Fall, Summer; offered upon sufficient enrollment. 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.

517. CLASSROOM ASSESSMENT. (2) Fall, Spring. Problems of evaluation. Grading systems. Construction and evaluation of tests. Uses and interpretation of test

results. Should be taken during the supervised teaching semester; exceptions must be approved by the dean. Prerequisites: Admission to the Teacher Education Program and consent of chair of secondary education and chair of graduate studies in the College of Education.

519-531. SECONDARY METHODS COURSES (SEED) Courses numbered 519-531 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 311/511.

519. TEACHING MODERN FOREIGN LANGUAGE. (3) Spring. Methods and materials of teaching a foreign language in the secondary school. Fee: See course fee schedule.

520. TEACHING ART. (3) Spring. Methods and materials of teaching art in the secondary school. Fee: See course fee schedule.

523. TEACHING ENGLISH. (3) Spring. Methods and materials of teaching English in the secondary school. Fee: See course fee schedule.

524. 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.

525. TEACHING MATHEMATICS. (3) Spring. Methods and materials of teaching mathematics in the secondary school. Fee: See course fee schedule.

526. 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.

527. 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.

528. TEACHING SCIENCE. (3) Fall. Methods and materials of teaching science in the secondary school. Fee: See course fee schedule.

529. TEACHING SOCIAL SCIENCE. (3) Spring. Methods and materials of teaching social science in the secondary school. Fee: See course fee schedule.

530. TEACHING SPEECH. (3) Offered upon sufficient enrollment. 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.

531. INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT. (3) Contact the dean of the College of Education. Methods of teaching and managing

secondary classes. Fee: See course fee schedule.

551. SUPERVISED TEACHING: SECONDARY (Grades 7-12). (8) Fall, Spring. Twelve weeks of teaching in a secondary school under the supervision of a qualified cooperating teacher. Prerequisites: EDFD 202, 203, 311/511, one course from 419-431, or 519-531, and admission to the supervised teaching semester. SEED 419-431 or 519-531 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.

561. SUPERVISED TEACHING P-12. (8) Fall, Spring. All students seeking licensure in art, kinesiology or music must take SEED 561. Course description is the same as 665 or 461.

580. 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 maintaining exceptional children to actual experience. Required of all student teachers during supervised teaching semester. Fee: See course fee schedule.

581. STUDENT TEACHING PRACTICUM. (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a regular high school situation under the supervision of a qualified cooperating teacher. Available only to students who need more than the normal 12 weeks of teaching. May be repeated as needed. Prerequisites: Admission to supervised teaching semester and consent of the chair of graduate studies and the chair of professional field experiences. Fee: See course fee schedule.

602. ALIGNING INSTRUCTION AND CURRICULUM WITH STATE STANDARDS AND ASSESSMENT. (3) Offered upon sufficient enrollment. A course designed for the development of secondary classroom (7-12) curriculum that aligns with the Arkansas Curriculum Frameworks and the state assessments. The creation of a clear picture of what is happening in the classroom at specific points during the school year (benchmarks) and how to use the quality performance assessments to help students meet the state content standards will be included. For teachers of grades 7-12.

651. SUPERVISED TEACHING: SECONDARY (7-12). (6) A semester of supervised teaching in an approved secondary (7-12) school. Prerequisite: Admission into the MAT Secondary Licensure Degree. Fee: See course fee schedule.

652. SUPERVISED TEACHING: SECONDARY (P-12). (6) A semester of supervised teaching in an approved secondary (P-12) school. Prerequisite: Admission into the MAT Secondary Licensure Degree. Fee: See course fee schedule.

665. TEACHING INTERNSHIP. (3 or 6) Fall, Spring. Supervised participation in an approved classroom setting in a secondary school. Prerequisites: Consent of chair of teacher education and chair of graduate studies. Fee: See course fee schedule.

680. THE PROFESSIONAL EDUCATOR: SECONDARY (1) Opportunities for relating content in classroom management, instructional strategies, cross-cultural experiences, diagnosing and remediating learning problems, and maintaining exceptional children to actual experience.

SPECIAL EDUCATION (SPED)

500. 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.

503. 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.

507. BEHAVIORAL MANAGEMENT. (3) Fall, Summer. Behavior modification and classroom management techniques. Student evaluation and diagnosis. Construction and interpretation of test results. Prerequisite: Admission to the Teacher Education Program, except for speech pathology majors.

508. 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.

509. 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 technological resources are important areas stressed. Inclusive strategies for adapting standard instruction to meet the learning needs of all students in general education classrooms are learned. Prerequisite: Admission to the Teacher Education Program.

514. CLASSROOM MANAGEMENT AND ASSESSMENT – FIELD EXPERIENCE II. (3) Fall, Spring. Forty 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 prior to student teaching. Prerequisites: Admission to the Teacher Education Program and completion of EDFD 311/511 or consent of the dean. Fee: See course fee schedule.

515. ISSUES IN HUMAN DEVELOPMENT. (3) Spring. An advanced study of current issues in human development and special education. Prerequisites: EDFD 203 and admission to the Teacher Education Program. Required for middle-level special education endorsement.

518. EDUCATING THE CHILD WITH EXCEPTIONALITIES – SECONDARY. (2) Fall, Spring. The nature and needs of and procedures for including the exceptional child in the regular secondary classroom. Required of secondary education teachers during supervised teaching. Prerequisite: Admission to the supervised teaching semester.

519. 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. Fee: See course fee schedule.

581. STUDENT TEACHING PRACTICUM. (3) Fall, Spring, Summer. 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 441/541, ELED 442/542, SEED 451/551 or SEED 461/561, depending on the level of endorsement. Special education endorsement prerequisites: Early Childhood: SPED 400/500, 408/508, 415/515. Secondary (7-12): SPED 400/500, 408/508, 415/515; COMO 215 or 250. Fee: See course fee schedule.

609. LITERACY AND STUDENTS WITH EXCEPTIONALITIES FIELD EXPERIENCE. (3) Spring, Summer. A study of children with special needs and the teacher's role as the agent of primary quality instruction as it relates specifically to reading and writing in the general curriculum. Specifically, this course will require literacy educators to participate in laboratory practice as they investigate IDEA, inclusion, due process, learning disabilities, giftedness, assessments and interventions for children with exceptionalities. Participants will use assessments and interventions which have been developed for individual students.

620. FOUNDATIONS IN ASSISTIVE TECHNOLOGY. (3) Spring. This course will provide an overview of assistive technology including current issues, laws and practices. The focus will be on various disabilities and how individuals with these disabilities can effectively function in the classroom and other environments. Consideration options and functional evaluations will be emphasized while high-

lighting the possibilities, liberation, access and independence that assistive technology can offer.

621. CHARACTERISTICS OF CHILDREN WITH EXCEPTIONALITIES. (3) Fall. An in-depth study of students with exceptionalities with a focus on medical conditions associated with children having significant disabilities with an emphasis on early medical identification and prevention.

622. ASSESSMENT OF CHILDREN WITH EXCEPTIONALITIES. (3) Spring, Summer. A study of evaluative and diagnostic instruments and procedures used with children with exceptionalities.

623. INTERDISCIPLINARY PLANNING AND METHODS FOR WORKING WITH YOUNG CHILDREN WITH EXCEPTIONALITIES. (3) Summer. A study of current theories, practices and procedures used to develop programs for young children with exceptionalities. Professionals from involved disciplines will discuss interdisciplinary strategies and materials utilized with young children with special needs.

624. FAMILIES OF YOUNG CHILDREN WITH DISABILITIES. (3) Summer. This course will examine the impact of children with disabilities on the family system.

626. FOUNDATIONS IN EARLY CHILDHOOD SPECIAL EDUCATION. (3) Spring. Overview of early childhood special education including current issues, laws and practices that influence programs serving children with disabilities birth through age eight; emphasis on research dealing with physical, mental, emotional and social characteristics of young children with various exceptionalities. Clinical/field experience: 4 hours.

655. TEACHING INTERNSHIP I. (3) Fall, Spring, Summer. Supervised participation in appropriate school, clinic or institutional settings in an area of early childhood special education. Prerequisite: Consent of director of special education and chair of graduate studies. Fee: See course fee schedule.

665. TEACHING INTERNSHIP II. (3) Fall, Spring, Summer. Supervised participation in appropriate school, clinic, or institutional settings in an area of childhood special education. Prerequisites: consent of director of special education and chair of graduate studies. Fee: See course fee schedule.

According to the Arkansas Department of Education licensure requirements, Gifted and Talented Certification will be granted only by successfully completing the courses that follow marked with an * and by meeting the minimum score of 164 on the Praxis II: Principles of Learning and Teaching (K-6 OR 5-9 OR 7-12; any level is accepted).

***670. INTRODUCTION TO GIFTED AND TALENTED EDUCATION.** (3) Offered upon sufficient enrollment. This course focuses on practices for identifying students for gifted education programs while also providing an overview of the current and historical issues in the field. The

intellectual, social, emotional, developmental and educational characteristics of gifted students are introduced along with appropriate educational opportunities and programming. Current issues in identification will also be addressed along with teacher competencies.

671. METHODS AND MATERIALS OF TEACHING THE GIFTED AND TALENTED. (3) Offered upon sufficient enrollment. A study of the methods and materials used in teaching the gifted and talented.

***672. CURRICULUM AND INSTRUCTION FOR GIFTED AND TALENTED.** (3) Offered upon sufficient enrollment. This course stresses the principles of differentiated curriculum design and how to plan lessons, units and courses of study. Sound program planning, instructional methods and strategies, and materials to meet the special education needs of gifted and talented students will be addressed, along with appropriate assessment and evaluation strategies. Two units of instruction appropriate for gifted and talented learners will be developed throughout this course. NOTE: This course is a prerequisite for SPED 679 and these units will be used in completing SPED 679.

***673. SOCIAL AND EMOTIONAL NEEDS OF GIFTED CHILDREN.** (3) Offered upon sufficient enrollment. This course will serve as an introduction to the development, guidance and teaching of gifted children. Those taking this course will review current research on the affective characteristics, personality traits, and affective growth and adjustment of gifted children. How relationships with parents, teachers, school personnel and peers affect the developing personalities of the gifted will also be examined. Classroom methods and materials to enhance the social, emotional and affective development of gifted and talented students will be provided.

***675. CREATIVITY.** (3) Offered upon sufficient enrollment. In this course there will be an emphasis on methods and materials for nurturing creativity in students of all ages. Class members will participate in a series of exercises and experiences designed to lead to increased personal creative behavior for themselves and their students.

677. LEGAL AND ETHICAL ISSUES IN SPECIAL EDUCATION. (3) Summer. This course equips professional educators with knowledge about the legal environment surrounding schools in the area of special education. It introduces the American legal system and case law, statutes and regulations that specifically relate to special education. Special attention is given to application of laws and regulations in Arkansas.

***679. INTERNSHIP/PRACTICUM IN GIFTED AND TALENTED EDUCATION.** (3) Offered on sufficient enrollment. This course has been designed to provide graduate students supervised opportunities to apply knowledge and skills in a professional setting with gifted and talented students. Prerequisite: Satisfactory completion of SPED 672 or permission of the dean of the College of Education. Fee: See course fee schedule.

680. CRITICAL AND CREATIVE THINKING. (3) Offered upon sufficient enrollment. This course has been designed for teachers to acquire strategies for providing appropriate scaffolding and nurturing to enable gifted students to develop and know when and how to use the wide range of critical and creative thinking skills.

***681. ADMINISTRATION AND EVALUATION OF GIFTED AND TALENTED PROGRAMS.** (3) Offered upon sufficient enrollment. Assessment, testing and evaluation of gifted students and gifted programs will be addressed in this course. Policies, procedures and practices for coordinating/administrating programs for the gifted will be examined. Also addressed in this course are the administrative issues of programming, identification, teacher selection and legal issues associated with gifted education.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

Students may add licensure to teach English as a second language by completing the following 12 semester hours of course work.

533. METHODS OF SECOND LANGUAGE TEACHING. (3) See Graduate Office for schedule. Methodologies and techniques for teaching English as a second language; evaluation of materials for various levels of instructional goals. Prerequisite: consent of the chair of graduate studies in the College of Education.

535. SECOND LANGUAGE ASSESSMENT. (3) See Graduate Office for schedule. Assessing oral written proficiency in English as a second language; development of testing measures. Prerequisite: consent of the chair of graduate studies in the College of Education.

537. CROSS-CULTURAL ASPECTS OF ESL. (3) See Graduate Office for schedule. The relationship between language, culture and cultural awareness in the learning and teaching of English as a second language. Prerequisite: consent of the chair of graduate studies in the College of Education.

539. SECOND LANGUAGE ACQUISITION. (3) See Graduate Office for schedule. Linguistic theories; second language acquisition; cognitive, affective and cultural factors in teaching English as a second language. Prerequisite: consent of the chair of graduate studies in the College of Education.

650. INDEPENDENT STUDY IN TESL. (3) Offered on consent of the chair of Graduate Studies. The course will be an individual study in the area of TESL.

DEPARTMENT OF ENGINEERING AND PHYSICS (PHYS)

512. ELECTROMAGNETIC THEORY. (3) Fall, Spring. The properties of electric and magnetic fields, electrostatics, and Maxwell's equations. Three hours lecture per week. Pre- or co-requisite: MATH 351.

515. ADVANCED LABORATORY. (1) Selected experimental problems from various areas of physics. Not less than three laboratory hours per week. May be taken two times for credit. Prerequisite: Advanced standing in physics and approval of instructor. Fee: (nonrefundable) See course fee schedule.

525. THERMODYNAMICS AND STATISTICAL MECHANICS. (3) Spring of even years. A study of 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. Prerequisites: 211-212 and MATH 301 or consent of the instructor.

531. QUANTUM MECHANICS. (3) Spring of odd years. An introduction to the formulation of nonrelativistic quantum mechanics and its applications. Prerequisites: MATH 351, PHYS 301, or CHEM 412, or consent of the instructor.

544. SELECTED TOPICS. (1-4) Fall of odd years. Study of selected advanced physics topics. Class meetings will be arranged by the instructor. Prerequisite: Consent of the instructor.

550. MICROCOMPUTER INTERFACING. (3) Spring. An introduction to the techniques of microcomputer interfacing, analog to digital conversion, and computer electronics. Prerequisite: Consent of the instructor.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

650. INDEPENDENT STUDY. (1-3) Directed readings and/or research for qualified senior physics majors and graduate students. Prerequisite: Consent of the appropriate member of physics faculty.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE (ENG)

To receive a graduate degree in English, students must have a course in Literary Criticism on their transcripts. The credit may come from an undergraduate course, but if not completed at the undergraduate level, then a student would take the course for graduate credit.

500. RESTORATION AND NEOCLASSIC LITERATURE. (3) Summer; offered on sufficient enrollment. An in-depth period study with major attention given to Dryden, Pope, Swift and Johnson.

502. BRITISH ROMANTIC POETRY. (3) Summer; offered on sufficient enrollment. The poetry of Wordsworth, Coleridge, Keats, Shelley and Byron.

503. GRADUATE STUDY IN LITERATURE OR COMPOSITION. (3) Offered on sufficient enrollment. 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. Qualified graduate students may take this course three times in different areas.

504. VICTORIAN POETRY. (3) Summer; offered on sufficient enrollment. Tennyson, Browning and lesser poets of the Victorian period.

508. AMERICAN SHORT STORY. (3) Spring of even years. Alternates with 511. Careful reading and explication of a favorite genre.

509. BRITISH SHORT FICTION. (3) Fall; offered on sufficient enrollment. Short stories and/or novellas of British authors.

510. STUDIES IN C.S. LEWIS. (3) Fall of odd years. Survey of the major fiction and nonfiction works of the 20th century's greatest Christian apologist.

511. AMERICAN NOVEL. (3) Spring of odd years. Alternates with 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.

512. WRITING POETRY. (3) Spring of odd years. Alternates with 513. Emphasizes the production of poetry in a workshop format.

513. WRITING FICTION. (3) Spring of even years. Alternates with 512. Emphasizes the production of prose fiction in a workshop format.

515. MYTHOLOGY, FOLK TALES, AND ETHNIC LITERATURE. (3) Summer; offered on sufficient enrollment. Designed primarily for teachers in secondary schools. Includes units on folklore, mythology, and minority literature.

518. BRITISH NOVEL. (3) Fall of even years. 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.

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.

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.

525. LITERARY CRITICISM. (3) Fall; offered on sufficient enrollment. Major critics and theory from Plato to post-structuralism, with emphasis on 20th-century developments. Required for master's degree students focusing on English.

560. AMERICAN POETRY. (3) Summer; offered on sufficient enrollment. This course gives the interested student an opportunity to study, in detail, American poetry. Poets studied may vary from year to year, and the course may be repeated with the consent of the department chairman.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

570. OLD AND MIDDLE ENGLISH LITERATURE. (3) Fall; offered on sufficient enrollment. With emphasis on

Chaucer, this course is designed to give the interested student the opportunity to study this period of British literature in depth.

571. SHAKESPEARE. (3) Spring; offered on sufficient enrollment. Shakespeare's development as a dramatic artist and as an interpreter of humanity is outlined in this course. It gives attention to the resourcefulness of his language and to the penetration of his thought.

580. RENAISSANCE AND 17TH-CENTURY BRITISH LITERATURE. (3) Fall; offered on sufficient enrollment. Excluding Shakespeare, this course gives attention to major British writers of the period, including sonneteers, dramatists, Spenser, Donne, and Milton.

590. FILM AS LITERATURE. (3) Fall of even years. An introduction to film as a collaborative art form, this course explores the elements that combine to make film a unique entity drawing from the worlds of literature, drama, photography, and art to define its medium.

591. WRITING NONFICTION. (3) Fall of odd years. Emphasizes the production of nonfiction prose pieces for publication using a workshop format. Prerequisite: Advanced Composition or permission of department chair.

630. INDEPENDENT STUDY IN LITERATURE. (3) A project for graduate students majoring in English. Prerequisite: Consent of the instructor and the department chairman.

658. THESIS. (3) See EDFD 658.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES (FCS)

505. HOUSING TECHNOLOGY. (3) Spring of even years. The selection and management of residential equipment and systems., Evaluation of housing types, storage, safety, zoning and government regulations, as well as energy conservation.

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.

515. NUTRITION EDUCATION. (3) Spring. Principles of nutrition education and effective methods of teaching nutrition in community, work-site, and health-care settings. Processes of assessing educational needs, developing educational goals, implementing educational plans and evaluating outcomes. Prerequisite: 331.

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 Dietetics Association's Web-based Nutrition Care Manual.

Prerequisites: FCS 102, 240, 331/531, and CHEM 121,122.

524. PATHOPHYSIOLOGY AND NUTRITION CARE. (3) Spring. Biochemical and physiological conditions which require medical nutrition therapy as a part of patient care. Prerequisite: 420/520.

525. ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS. (3) Spring. Housing, equipment, financing, staffing, program development, records, health protection, school planning and organization. Prerequisites: 323, EDFD 203 or PSY 240. Prerequisite or corequisite: FCS 350/550.

526. HUMAN SEXUALITY. (3) Spring. Physiological, psychological and social aspects of sexual development throughout the life span, including reproductive physiology, healthy sexual adjustment, sexual dysfunction and family planning.

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.

530. PARENTING. (3) Fall. The major objectives and underlying guidance principles in parent-child relations and evaluation of parent-guidance endeavors.

531. ADVANCED NUTRITION. (3) Spring. Advanced study in nutrition and metabolism. Recent advances in the field of clinical nutrition. Prerequisites: 331 and CHEM 324.

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 three hours laboratory per week. Prerequisites: 102; CHEM 215 and 216; MATH 200.

534. FOODSERVICE PURCHASING. (2) Spring. Principles of procurement in foodservice systems. Food and equipment specifications, receiving, maintenance and financial management.

535. QUANTITY FOOD PRODUCTION. (3) Spring of even years. Alternates with 437/537. 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 three hours laboratory per week. Prerequisite or corequisite: BIOL 271.

537. FOOD SERVICE SYSTEMS MANAGEMENT. (3) Spring of odd years. Alternates with 435/535. Organization and management of food service systems. Planning, organizing, leadership, decision-making, communication, marketing, human resource management, and fiscal resource management.

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.

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.

551. CHILDHOOD HEALTH, SAFETY AND NUTRITION. (2) Fall, 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.

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 application for a variety of educational settings including home, hospital, school and early intervention settings.

561. MEDICAL TERMINOLOGY. (1) Spring. Foundations of medical language with specific vocabulary for allied health professionals.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

580. COMMUNITY NUTRITION. (3) Fall. Nutrition care and education programs in community settings. Principles of assessment, planning, implementation, intervention, and evaluation of nutrition services in the community. Prerequisite or corequisite: 331.

610. STUDIES IN FCS. (3) Summer. May be taken more than once. Specialized study in a particular field of Family and Consumer Sciences.

650. INDEPENDENT STUDY. (3) May be taken three times in different areas by qualified graduate students. Prerequisite: 12 hours in Family and Consumer Sciences and written approval of the department chairman.

658. THESIS. (3) See EDFD 658.

DEPARTMENT OF FOREIGN LANGUAGES

The prerequisite for admission to any graduate-level course in the Department of Foreign Languages and International Studies includes the completion of a minimum of 15 semester hours of advanced work (300-level and above) in the given language and consent of the chair of the department before entrance to the program. Native speakers whose undergraduate program does not include advanced work in the language may seek admission by passing the departmental senior exit exam with a 75% in each area. Some individual graduate-level courses may require specific additional prerequisites as noted. Failure to meet these prerequisites may result

in the need to take remedial work at the undergraduate level before entry to the program. Students enrolled in dual-listing courses, i.e. 300/500, will be expected to perform at a higher level than their undergraduate classmates.

INTERNATIONAL STUDIES (INST)

510. INDEPENDENT STUDY ABROAD. (3-12) Guided study abroad in an approved foreign institution of higher learning. Before the student enrolls for the course, the International Studies chairman must approve the institution, living arrangements, program of study, the specific courses in which credit at Harding University will be granted and the number of credit hours to be received. The prescribed program must be completed and an evaluation of the student's performance provided by the foreign institution. Prerequisite: the intermediate level of language study in the language of the host country or give proof of equal proficiency.

FRENCH (FR)

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.

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.

503. ADVANCED COMPOSITION AND GRAMMAR. (3) Fall of odd years. Alternates with 301. Grammatical analysis, translation to French, and free composition to develop fluency and correctness in written French.

504. ADVANCED CONVERSATION AND PHONETICS. (3) Spring of even years. Alternates with 302. A practical application of French with advanced conversation, literary analysis and phonetic review.

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: 303/503 or consent of instructor.

532. FRENCH CLASSICISM. (3) Fall of odd years. A study of Cornille, Racine, Molière, Pascal, La Fontaine and others.

534. LITERATURE OF THE 19TH CENTURY. (3) Offered upon sufficient enrollment. Representative writers and important literary movements of the 19th century.

535. LITERATURE OF THE 20TH CENTURY. (3) Spring of even years. Outstanding writers of the 20th century and current literary trends in France.

605. CONTEMPORARY FRENCH CIVILIZATION. (3) Spring of odd years. Alternates with 534. A study of the mores, customs, government and important personalities of present day France.

625. REGIONAL LANGUAGE AND CULTURE. (3) Summer, offered on sufficient enrollment, in a French-speaking country. Linguistic variations of the chosen region. An in-depth study of the country or of the region within France with special attention to the contemporary period. May be repeated for credit in a different country or region.

650. INDEPENDENT STUDY. (1-3) Individual study for qualified graduate students. Prerequisite: Consent of the instructor and department chairman.

SPANISH (SPAN)

501. PENINSULAR SPANISH LITERATURE I. (3) Fall of even years. The literature from the medieval times through the 17th century. Prerequisite: Any 300-level literature course or equivalent proficiency.

502. PENINSULAR SPANISH LITERATURE II. (3) Spring of odd years. The literature of Spain from the 18th century until the present. Prerequisite: Any 300-level literature course or equivalent proficiency.

503. ADVANCED GRAMMAR. (3) Fall. Grammatical analysis, translation to Spanish and free composition to develop fluency and correctness in written Spanish.

504. CIVILIZATION AND CULTURE OF PENINSULAR SPAIN. (3) Spring of even years. An overview of Peninsular Spanish culture with an emphasis on the contemporary period. Prerequisite: 202 or equivalent.

511. SURVEY OF LATIN AMERICAN LITERATURE. (3) Fall of odd years. Alternates with 315. A survey of major Latin American authors and their works. Prerequisites: SPAN 271, 304 or any 300-level Spanish literature course or equivalent proficiency.

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.

515. LATIN AMERICAN CIVILIZATION. (3) Fall of even years. Alternates with 511. A cultural survey of the Latin American nations with emphasis on the contemporary period.

523. ADVANCED CONVERSATION AND COMPOSITION. (3) Fall of odd years. Intensive conversation practice and compositions to achieve greater competence in Spanish. Review of grammatical structures and reinforcement and expansion of vocabulary. Prerequisite: 303/503.

535. LITERATURE OF THE 20TH CENTURY. (3) Spring of even years. Alternates with 536. The essay and the novel, with historical emphasis on the Generation of 1898 and critical emphasis on the prose of the 20th century.

536. 19TH AND 20TH CENTURY SPANISH DRAMA AND POETRY. (3) Spring of odd years. Alternates with 535. Representative writers of the period.

625. REGIONAL LANGUAGE AND CULTURE. (3)

Offered upon sufficient enrollment 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.

650. INDEPENDENT STUDY. (1-3) Individual study for qualified graduate students. Prerequisite: Consent of the instructor and department chairman.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

GEOGRAPHY (GEOG)

502. REGIONAL GEOGRAPHY: EUROPE AND THE AMERICAS. (3) Fall. Survey of the physical characteristics, cultural traits and economic development of each region.

503. REGIONAL GEOGRAPHY: AFRICA AND ASIA. (3) Spring. Survey of the physical characteristics, cultural traits and economic development of each region.

567. COOPERATIVE EDUCATION. (1-6) Cooperative education combines formal classroom theory with practical, career related work experience. The Cooperative Education staff and a faculty member designated by the chair of Graduate Studies will supervise the work experience. The project will include both written and oral reports to assess the educational value of the work experience. The cooperative work experience cannot be used to meet graduation requirements, and it must be approved by the department chair, the chair of Graduate Studies, and the director of Cooperative Education.

HISTORY (HIST)

500. EMERGENCE OF MODERN UNITED STATES, 1877-1920. (3) Spring of even years. History of the United States from Reconstruction through World War I.

502. UNITED STATES MILITARY HISTORY. (3) Fall of odd years. Military history of the United States from the American Revolution to the present.

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.

510. RECENT UNITED STATES HISTORY, 1920 TO THE PRESENT. (3) Fall of even years. Economic, political and social history since 1920.

514. HISTORY OF THE SOUTH. (3) Fall of even years. Social, political, and economic development of both the old and the new South. Special attention given to the forces that made the South unique.

515. EMERGENCE OF MODERN EUROPE, 1815 TO 1920. (3) Spring of even years. The revolutionary impact of industrialization and the emergence of a new balance of power.

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.

526. WESTERN POLITICAL THOUGHT. (3) Fall of even years. Origins and development of Western political philosophy from classical Greece to the present.

536. ARKANSAS HISTORY. (3) Spring. The history of Arkansas from the 16th century to the present. Required of all teachers certifying in the social sciences.

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.

560. HISTORY OF THE AMERICAN PRESIDENCY. (3) Summer. The development of the American presidency from the Constitution and Washington to the present, examining the origins of the two-party system, significant elections and growth of presidential power. Special attention will be given to presidents who shaped the Office of the President and to their life histories, personalities, policies and place in history.

561. SEMINAR IN HISTORY. (3) Fall, Spring. An intensive research and writing seminar. Includes historiography, historical research, and critical analysis. Prerequisite: SOCS 260. Fee: See course fee schedule.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

570. COLONIAL AMERICA. (3) Spring of odd years. The history of America from its discovery to 1783.

575. ANCIENT CIVILIZATIONS I: EGYPT AND MESOPOTAMIA. (3) Fall of odd years. History and culture of Egypt and Mesopotamia.

577. ANCIENT CIVILIZATIONS II: THE CLASSICAL AGE. (3) Spring of even years. History and culture of Greece and Rome.

580. EARLY NATIONAL AMERICA, 1783-1850. (3) Fall of odd years. History of the United States from Independence to 1850.

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.

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.

650. INDEPENDENT STUDY OR INTERNSHIP. (1-3) Open to outstanding majors who wish to concentrate on historical scholarship not offered in the existing curriculum or 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 credit hours by qualified students with consent of the department chairman.

680. SPECIAL TOPICS IN U.S. HISTORY. (3) Offered upon sufficient enrollment. 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.

690. SPECIAL TOPICS IN EUROPEAN HISTORY. (3) Offered upon sufficient enrollment. Different special topics in European history are offered, such as Revolutions, Women and Western Society, World War II, Great Britain and Russia.

POLITICAL SCIENCE (POLS)

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.

504. PUBLIC ADMINISTRATION. (3) Fall. Political influences and management principles of the public bureaucracy.

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 305/505.

510. POLITICS AMONG DEVELOPING NATION-STATES. (3) Spring of even years. Political processes and economic development of the underdeveloped nation-states of Africa, Asia, Latin and South America.

526. WESTERN POLITICAL THOUGHT. (3) Fall of even years. Origins and development of Western political philosophy from classical Greece to the present.

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.

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.

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.

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.

552. AMERICAN FOREIGN POLICY. (3) Fall of even

years. Substantive issues concerning American foreign policy, including formulation, decision making, containment, crisis and national security. Prerequisite: POLS 202 or POLS 205.

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.)

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.

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.

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.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

650. PROBLEMS IN POLITICAL SCIENCE. (3) Offered upon sufficient enrollment. Open to students wishing to concentrate, through research and special supervised reading, upon a particular problem. Prerequisite: Consent of department chair.

SOCIAL SCIENCE (SOCS)

501. GLOBAL ISSUES. (3) Fall. Basic social, economic, and political issues of major concern in the international community. Prerequisite: POLS 202.

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 structure 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 are in addition to tuition.

561. SEMINAR IN THE SOCIAL SCIENCES. (3) Fall, Spring. An intensive analytical reading and research seminar in the social sciences. Prerequisite: SOCS 260. Fee: See course fee schedule

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

603. DIRECTED READING IN THE SOCIAL SCI-

ENCES. (3) Individual study and research on selected topics of interest to broaden and strengthen the student's background in the social sciences. Prerequisite: Consent of the department chairman. Qualified students may take this course three times in different areas.

DEPARTMENT OF KINESIOLOGY

Students with a previous major other than kinesiology must have 12 didactic hours of kinesiology before they can take graduate hours in kinesiology.

HEALTH EDUCATION (HED)

508. FOUNDATIONS OF HEALTH. (3) Fall. Organization, administration, history, philosophy of health education programs; curriculum development and evaluation.

510. TEACHING HEALTH. (3) Spring. Techniques and resources used in health education programs for P-12, including methods and materials, planning and organizing instruction, and preparation of teaching units.

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.

512. DRIVER AND TRAFFIC SAFETY EDUCATION II. (3) Spring, Summer. An advanced course designed to provide prospective teachers with dual control simulation and multi-car laboratory teaching experience. The course includes teaching beginners, developing programmed lessons, and surveying methods and materials. Prerequisite: 511. Fee: See course fee schedule.

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)

501. ANATOMICAL AND BIOMECHANICAL KINESIOLOGY. (3) Fall. Major muscle groups and their relationship to body movements. Activities which contribute to the functional development of major muscle groups. Prerequisite: BIOL 113 or consent of the instructor.

502. PREVENTION AND TREATMENT OF ATHLETIC INJURIES. (3) Fall. Prevention of athletic injuries; forms of therapy in the treatment of injuries common to athletics and activity. Fee: See course fee schedule.

504. ASSESSMENT OF HUMAN PERFORMANCE. (3) Fall. Acquaintance with testing devices in kinesiology and practice in their use. Students must pass a physical fitness test consisting of a 1-mile run, a sit and reach measurement, bent knee sit-ups, and skinfold measurements.

505. KINESIOLOGY AND SPORT ADMINISTRATION. (3) Fall, Summer. 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.

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 the development and maintenance of muscular strength and endurance, flexibility, cardiovascular endurance and overall health for both normal and special populations.

514. EXERCISE PHARMACOLOGY. (3) Spring. How drugs affect physical activity and how exercise can change the effects of drugs. An overview of pharmacokinetics.

515. ADAPTED PHYSICAL AND RECREATION ACTIVITIES. (3) Spring. Methods, techniques, screening and special programs for kinesiology and recreation activity for the atypical student.

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.

567. PROFESSIONAL INTERNSHIP. (2-3) Kinesiology majors only. See EDFD 567.

601. DIRECTED READING IN KINESIOLOGY. (3) Fall, Summer. Independent study of selected topics to fill any deficiencies or to strengthen the student's background in kinesiology.

602. DIRECTED READING IN HEALTH EDUCATION AND RECREATION. (3) Spring, Summer. Independent study of selected topics to fill any deficiencies or to strengthen the student's background in health education and recreation.

604. RESEARCH. (1-3) Supervised research in health, kinesiology or recreation. A research paper will be required. The study must be approved by the chairman of the department and the staff member who will supervise the research. Prerequisite: EDFD 652

605. ADVANCED BIOMECHANICS. (3) Summer. Investigation into the forces that act on the human body. The scientific basis for the analysis of techniques used in sport and how that science can be used to enhance physical performance. Prerequisite: KINS 301/501 or consent of instructor.

606. MOTOR LEARNING AND PERFORMANCE. (3) Summer. Advanced psychological and physiological factors related to the development of motor skills; emphasis on the teacher's role in facilitating learning. Includes review and analysis of appropriate research.

607. ADVANCED PHYSIOLOGY OF EXERCISE. (3) Summer. Advanced theory and application of human phys-

iology concepts. Includes physiological assessment techniques and practical experience in the Exercise Physiology Laboratory. Prerequisite: 407 or consent of instructor.

658. THESIS. (3-6) See EDFD 658.

DEPARTMENT OF MATHEMATICS (MATH)

506. FOUNDATIONS OF GEOMETRY. (3) Spring. An examination of Euclidean geometry with an introduction to non-Euclidean geometry. Prerequisite: 275.

513. LINEAR ALGEBRA. (3) Fall. Linear equations, matrices and vector spaces, linear transformations, determinants, rational and Jordan forms, inner product spaces and bilinear forms. Prerequisite: 275.

518. PROBABILITY. (3) Spring. Probability as a mathematical system, random variables and their distributions, limit theorems, and topics in statistical inference. Prerequisite: 251 and 275.

519. PROBABILITY AND STATISTICS. (3) Fall. Estimation, decision theory and testing hypotheses, relationships in a set of random variables, linear models, and design. Prerequisite: 318 or 518.

523. MODERN ALGEBRA. (3) Fall. Brief development of the complex number system beginning with the natural numbers. A study of abstract algebraic systems including groups, rings, fields and integral domains. Prerequisite: 313 or 513.

525. MATHEMATICS FOR THE ELEMENTARY TEACHER. (3) Offered on sufficient enrollment. A study of geometry, probability, and statistics from the elementa-

ry school perspective followed by a unit on microcomputers.

531. INTERMEDIATE ANALYSIS I. (3) Spring of even years. Real number systems, functions, sequences, additional topics in limits, continuity, differentiation, integration, infinite and power series, and uniform convergences. Prerequisite: 275 and 301.

532. ADVANCED CALCULUS. (3) Offered on sufficient enrollment. Partial differentiation, applications of geometry to space, maxima and minima, indeterminate forms, elliptic integrals, Green's theorem, Lagrange's multipliers and transformation of multiple integrals. Prerequisites: 331 or 301 and consent of instructor.

540. STUDIES IN MATHEMATICS, K-12. (3) May be repeated for a maximum of 6 hours. Specialized studies in a particular field of mathematical science.

551. DIFFERENTIAL EQUATIONS. (3) Spring. Ordinary differential equations with applications. Prerequisite: 301. PHYS 211-212 highly recommended.

567. COOPERATIVE EDUCATION. (1-6) See EDFD 567.

600. ADVANCED TOPICS IN MATHEMATICS. (3) (May be repeated for credit.) Advanced topics in mathematics from such areas as number theory, algebra, graph theory, topology, statistics, and real or complex analysis. Prerequisite: 275 and the consent of the instructor.

650. DIRECTED READING. (1-3) This course offers specialized study of an area of Mathematics. Prerequisite: Consent of the department chairman. Qualified graduate students may take this course three times in different areas.

658. THESIS. (3) See EDFD 658.

Institutional Report Card
Academic Year 2007-2008

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
Basic Skills				
PPST Reading	68	68	100%	100%
PPST Writing	69	69	100%	99%
PPST Mathematics	70	70	100%	100%
Computerized PPST Reading	33	33	100%	100%
Computerized PPST Writing	32	32	100%	100%
Computerized PPST Mathematics	31	31	100%	100%
Professional Knowledge				
Eng Lang Lit Comp Pedagogy	10	10	100%	99%
Prin. Learning & Teaching Erly Chld	50	50	100%	100%
Principles Learning & Teaching 5-9	17	17	100%	97%
Principles Learning & Teaching 7-12	17	17	100%	96%
Academic Content Areas				
Education of Young Children	26	26	100%	100%
Early Childhood: Content Knowledge	26	26	100%	100%
Eng Lang Lit Comp Content Knowledge	10	10	100%	99%
Eng Lang Lit Comp Essays	10	10	100%	98%
Middle School Subjects: CK	20	20	100%	99%

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 2004-2005

Number of Program Completers submitted: 112

Number of Program Completers found, matched and used in passing rate calculations: 112

Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
Aggregate – Basic Skills	103	101	98%	100%
Aggregate – Professional Knowledge	90	90	100%	98%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	108	108	100%	100%
Summary Totals and Pass Rates	112	110	98%	98%

Graduate and Professional Programs in Health Sciences

Harding University offers three post-graduate programs in the health science area:

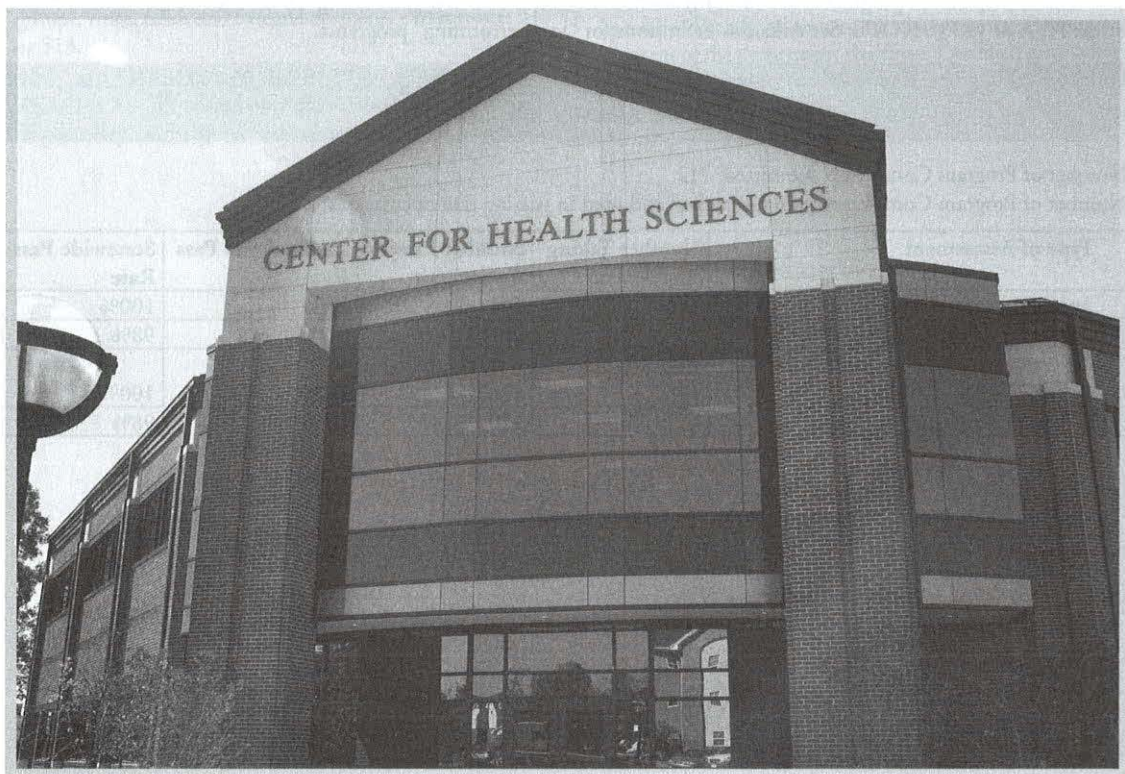
The **Pharmacy Program** is the first College of Pharmacy at a church of Christ-affiliated institution, and welcomed its inaugural class in the fall of 2008. Students who successfully complete this four-year professional program graduate with a Doctor of Pharmacy degree.

The **Physician Assistant Program** is the first and only such program in the state of Arkansas. This 28 month program focuses on primary care and family medicine, with an emphasis on rural settings and missions. Students who successfully complete this challenging program graduate with a Master of Science in Physician Assistant Studies degree.

The **Speech-Language Pathology Program** is an intensive, five-semester program that focuses on both the clinical and didactic components of language disorders. Students who successfully complete this program graduate with a Master of Science Degree in Speech-Language Pathology.

Each of these programs has a strong emphasis on clinical, hands-on experiences. Students are trained to develop the skills necessary to improve both the physical and spiritual wellness of those whom they serve. The highest standards of ethical conduct and Christian service are integral parts of these programs.

Students in all three health science programs have the opportunity to spend a portion of their time in foreign missions, serving populations with dire needs. Taken together, all of the programs in the Health Sciences area form the nucleus of a strong commitment by Harding University to Christian servanthood to our community, our nation and the world.



THE PROFESSIONAL PROGRAM IN PHARMACY

PROGRAM DESCRIPTION

Harding is excited to have the first College of Pharmacy at a church of Christ-affiliated institution. The program is designed to meet the mission of the University to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

The College of Pharmacy, located in the Center for Health Sciences, offers a four-year program of professional study leading to the Doctor of Pharmacy (Pharm.D.) degree. The four-year professional program consists of 146 semester hour credits. The first three years are comprised of a combination of didactic instruction and introductory pharmacy practice experiences, followed by a fourth year comprised entirely of advanced pharmacy practice experiences. There is an emphasis on the integration of faith, learning and living; the development of Christian scholarship; the promotion of Christian ethics; and the promotion of citizenship within a global perspective through participation in mission efforts.

Assuming the college achieves candidate accreditation status before graduation of the inaugural class, students who successfully complete the program will be eligible to sit for the North American Pharmacist Licensure Examination (NAPLEX) administered by the National Association of Boards of Pharmacy.

Harding University's College of Pharmacy is located in the Center for Health Sciences on Park Avenue, directly adjacent to the main university campus in Searcy. For more information call 501-279-5528 or e-mail pharmacy@harding.edu.

The College of Pharmacy Student Handbook contains a comprehensive description of all policies and procedures that apply to pharmacy students.

FACULTY

DEAN: Julie A. Hixson-Wallace, Pharm.D., BCPS

PROFESSORS:

Julie A. Hixson-Wallace, Pharm.D., BCPS
Dean

Julie Cold Kissack, Pharm.D., BCPP
Chair, Department of Pharmacy Practice

Forrest Smith, Ph.D.

Associate Dean for Academic Affairs

Kenneth (Bill) Yates, D.V.M.

Chair, Department of Pharmaceutical Sciences

ASSOCIATE PROFESSORS:

Daniel Atchley, Ph.D., MT-ASCP

Scott Weston, Ph.D., R.Ph.

Catherine Willmore, Ph.D., R.Ph.

ASSISTANT PROFESSORS:

Lana Gettman, Pharm.D.

Jiukuan Hao, M.D., Ph.D.

Melissa Max, Pharm. D.

Jeffrey Mercer, Pharm.D.

Assistant Dean for Experiential Education

James M. Nesbit, Ph.D., R.Ph.

Jeanie Monzingo Smith, Pharm.D.

Rayanne Story, Pharm.D.

G. Kwame Yeboah, M.P.H., Ph.D.

INSTRUCTORS:

Susan Grace, M.A.E.

Director of Student Affairs

Tim Howard, B.S. Pharm., PD

Carol Kell, M.B.A.

Director of Admissions

ASSISTING FROM OTHER DEPARTMENTS:

Gary Hill, M.P.A.S., PA-C

Dennis Matlock, Ph.D.

Michael A. Murphy, M.D.

Marty Spears, Ph.D.

Phil Tobin, M.P.A.S., PA-C

MISSION OF THE COLLEGE OF PHARMACY

Harding University's College of Pharmacy seeks to graduate pharmacists who accept the responsibility of improving the spiritual and physical wellness of the world by providing patient-centered care that ensures optimal medication therapy outcomes delivered through the highest standards of Christian service.

ACCREDITATION

Harding University College of Pharmacy has been granted precandidate accreditation status for its Doctor of Pharmacy program through June 30, 2009, by the Accreditation Council for Pharmacy Education

(ACPE). ACPE will render a decision in July 2009 regarding the advancement of the college to candidate accreditation status in accordance with ACPE policies and procedures. ACPE may be contacted at 20 North Clark Street, Suite 2500, Chicago, IL 60660, 312-664-3575, 800-533-3606; fax 312-664-4652, Web site www.acpe-accredit.org.

ADMISSION REQUIREMENTS

Admission requirements and standards are designed to ensure scholastic success in the professional Pharm.D. program.

1. Applicants must possess a cumulative grade point average of at least 2.75 on a 4.0 scale on all previous college work; grades for all undergraduate coursework attempted are included in the calculation of the overall undergraduate GPA which is the primary GPA used in the admissions process.
2. Grades below "C" cannot be accepted for any math or science course.
3. No more than 6 hours of CLEP or credit by examination will be accepted to meet the pre-pharmacy requirements; such credit must be listed on the official transcript.
4. Advanced Placement (AP) credit may be used to satisfy prerequisite coursework provided that the AP credit is accepted by the applicant's institution and is posted on the applicant's official academic transcript.
5. All science courses must be majors courses; non-majors courses will not fulfill the requirements.
6. The speech requirement should be fulfilled with a public speaking course.
7. The economics requirement must be fulfilled with either a microeconomics or macroeconomics course; however, a macroeconomics course is recommended.
8. Humanities electives may be chosen from one or more of these areas: art, foreign language, history, literature, music, philosophy, religion or theatre.
9. Social/behavioral science electives may be chosen from one or more of these areas: accounting (highly recommended), anthropology, business, computer science, economics, geog-

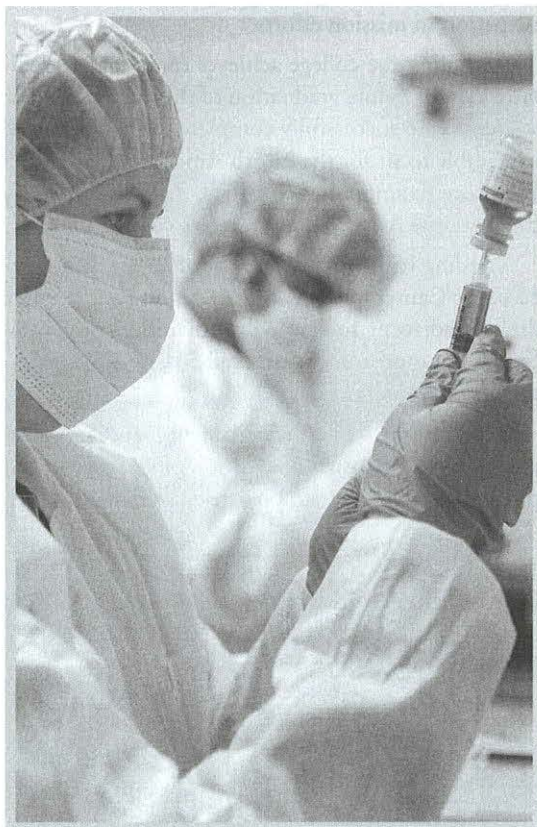
raphy, health, history, management or political science.

10. It is highly recommended that one of the other electives be fulfilled with genetics.
11. No credit toward the 90 semester hour requirement will be accepted for military science or physical education courses.

Prospective pharmacy students are strongly encouraged to obtain work experience in a pharmacy setting. An example of appropriate experience is as a pharmacy technician in either a hospital or community pharmacy.

PREREQUISITE COURSEWORK

Admission to the four-year Doctor of Pharmacy degree program requires completion of a minimum of 90 semester hours of preprofessional education at a U.S.-accredited college or university. This typically takes three years of pre-professional study. Application can be made after the completion of 60 semester hours of college coursework. Prerequisite coursework must be completed prior to matriculation.



The minimum specific prepharmacy course requirements are as follows:

Courses	Semester Hours	HU Courses#
General Chemistry	8*	CHEM 121, 122
Organic Chemistry	8*	CHEM 249, 250
Cell Biology	4	BIOL 259
Biochemistry	3**	CHEM 324
Anatomy/Physiology	8**	BIOL 249, 253
Microbiology	4*	BIOL 271
Zoology or Biology (for majors)	3	BIOL 121
Physics	4	PHYS 201
Calculus	4	MATH 201
Statistics	3	MATH 200 or BIOL 254
Psychology or Sociology	3	PSY 201 or SOC 203
Speech	3	COMO 101
English Composition	6	ENG 111, 211
Economics	3	ECON 201 or 202
Humanities electives	6	
Social/Behavioral Science electives	6	
Other electives	14	

*lab required
**no lab required

#The Harding courses that fulfill each requirement are listed for comparison to courses at other universities; to view the science department course descriptions, visit: www.harding.edu/catalog. Please note that course equivalencies will be determined by Harding University. Upon application, a formal audit will be conducted on your undergraduate coursework to make this determination.

OTHER PROGRAM REQUIREMENTS

1. **Technical Standards:** In addition to the academic requirements for admission, candidates for the Doctor of Pharmacy degree must be able to exhibit mastery of technical standards for this field by performing the essential functions in each of the following categories: observation, communication, sensory/motor, intellectual, behavioral/social and ethical. The college is committed to enabling students with disabilities by reasonable means of accommodations

to complete the Doctor of Pharmacy degree program. Some accommodations cannot be made because they are not reasonable.

When a student is admitted to the College of Pharmacy, a list of the technical standards will be sent with each acceptance letter. Students will respond in writing whether they can meet the standards with or without accommodations. If accommodation is requested, the student must submit documentation of disability with proposed accommodation from a certified specialist to the Office of Student Affairs and Admissions.

The College of Pharmacy at Harding University has an ethical responsibility for the safety of patients with whom the students come into contact. It is the patient's safety that is the driving force in establishing technical requirements.

These functions include, but are not limited to:
Observation: A candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiological and pharmacological demonstrations in animals, evaluation of microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to visually observe and interpret presented information. A candidate must be able to observe a patient accurately at a distance and close at hand. This standard necessitates the functional use of vision, hearing and somatic senses.

Communication: A candidate must be able to communicate effectively and sensitively with patients, caregivers, and all members of the health care team. The purpose of this communication is to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. Communication includes speech, reading, writing and computer literacy. These skills include the appropriate use of oral and written English, hearing, reading and computer literacy.

Sensory/Motor: A candidate must have sufficient motor function and skills required in the compounding of medications including using tech-

niques for preparing sterile solutions, e.g. par-
enteral or ophthalmic solutions. A candidate
must have sufficient motor function to gain
information from patients by physically touch-
ing patients. Examples of such tasks may include
assessing range of motion of a joint, blood pres-
sure reading, and taking a pulse reading. Such
actions require coordination of both gross and
fine muscular movements, equilibrium, and
functional use of the senses of touch and vision.

**Intellectual (Conceptual, Integrative, and
Quantitative Abilities):** A candidate must
demonstrate a fundamental and continuing
ability to use critical thinking and analytical
skills to independently and in collaboration
with a health care team synthesize knowledge,
solve problems and explain health care situa-
tions. A candidate must be fully alert and atten-
tive at all times in clinical settings.

Behavioral/Social: A candidate must demon-
strate professional demeanor appropriate to
his/her educational level. A candidate must pos-
sess the emotional health required for full uti-
lization of his or her intellectual abilities, the
exercise of good judgment, and the prompt
completion of all patient care responsibilities. A
candidate must possess the ability to develop
mature, sensitive, and effective relationships
with patients. A candidate must be able to tol-
erate physically taxing workloads and to func-
tion effectively under stress. A candidate must
be able to function within regulatory limits
and modify behavior based on criticism. A can-
didate must be able to adapt to changing envi-
ronments, to display flexibility and learn to
function in the face of uncertainties inherent in
the clinical problems of many patients. A can-
didate must possess compassion, integrity, inter-
personal skills, and motivation to excel in phar-
macy practice.

- Ethical Standards:** A candidate must demon-
strate the highest level of professional demeanor
and behavior, and must perform in an ethical
manner in all dealings with peers, faculty, staff
and patients.
- Health requirements:** Applicants selected for
admission to the program must provide evi-

dence of good health, no communicable dis-
eases, and required immunizations and screen-
ings prior to matriculation. Forms will be avail-
able to those accepted into the program.

All students are required to maintain health
insurance.

Immunizations and screening tests required are
as follows:

- Hepatitis B series and titer (this can take
up to 6 months to complete)
 - Two MMRs or positive rubella titer
 - Tetanus/diphtheria (DPT, DTaP, or Td)
primary series and Tetanus-Diphtheria-
Pertussis (Tdap or Td) booster.
 - History of chicken pox or positive vari-
cella titer (if negative immunization rec-
ommended)
 - A Mantoux 5TU PPD tuberculin skin
test performed within four months prior
to matriculation
- Computer Requirements:** Proficiency in basic
computer skills (word-processing, databases,
Internet searches, e-mail) is expected of all
entering students, as the curriculum incorporates
the use of computer technology. Additionally,
all students in the program are expected to have
access to the Internet. Students are required to
have their own laptop computer upon entry
into the program.
 - Equipment Requirements:** All students will be
expected to purchase or have the required med-
ical equipment needed to meet program require-
ments. This will include acquiring an approved
lab coat with a school issued patch, a stetho-
scope, and a sphygmomanometer.
 - Liability Requirements:** Each student must
carry professional liability insurance coverage,
which will be included in student tuition.
 - Travel Requirements:** Portions of the curricu-
lum will require travel to various locations.
Clinical experiences entail travel to clinical sites.
Students must provide their own transportation
to experiential sites and classroom activities. It
is therefore required that all pharmacy students
have a means of transportation. This includes
a valid driver's license and current auto liabili-

ty insurance if transportation is to be provided through a personal vehicle. Doctor of Pharmacy students are responsible for all costs associated with travel and off campus clinical experiences. Transportation and food are the most common out-of-pocket expenses. Some sites will require additional living arrangements to be made, which will be the student's responsibility.

8. **Background Check Requirements:** To obtain an Arkansas pharmacy intern license, students are required to authorize and submit to a criminal background check with fingerprinting, including sex offenses and crimes against minors. An Arkansas pharmacy intern license is required for participation in the Doctor of Pharmacy program. Inability to obtain an Arkansas pharmacy intern license would be cause for dismissal from the Doctor of Pharmacy program. Some students may also be expected to submit to random drug testing required by clinical practice sites. These additional costs are the students' responsibility. Non-compliance with the criminal background checks and/or drug testing policies may be cause for dismissal from the program. Criminal background checks and drug screens are common pre-employment procedures.

APPLICATION PROCEDURE

Selecting a candidate for the future practice of pharmacy involves many important factors, including academic background, PCAT scores, letters of reference, and pharmacy experience.

Because admission information is updated regularly, applicants should verify current requirements on the College of Pharmacy Web site. The most current admission information and forms will always be posted at this site.

All applicants are required to submit a Pharmacy College Application Service (PharmCAS) application via the PharmCAS Web site: www.pharmacas.org. Students will need to go to this Web site and complete the Web application and submit PharmCAS application fees, send official transcripts from each university attended, and official Pharmacy College Admissions Test (PCAT) scores (code 104) to PharmCAS. In addition to PCAT scores, applicants must submit

three letters of reference that focus on the applicant's academic and professional abilities. Having at least one reference from a pharmacist is highly recommended.

All applicants are required to submit a supplemental application with a nonrefundable \$50 application fee made payable to Harding University. This fee may be paid by credit card by calling (501) 279-5528. All applicants must also complete a course record form listing all prerequisite coursework and any additional relevant coursework taken in the subject areas. All application materials must be completed and postmarked by the application deadline to be considered for interviews.

APPLICATION REVIEW AND SELECTION FOR INTERVIEW

Personal interviews are a required portion of the application process. Qualified students will be notified if they are selected for a personal interview. Throughout the duration of the interview process, applicants are accepted to the Doctor of Pharmacy program on a continual basis until the class has been filled; an alternate list will then be established. Based on the overall strength of the applicant pool, acceptance is selective.

TRANSFER, INTERNATIONAL AND NON-DEGREE SEEKING STUDENTS

Transfer students. A transfer student is any student who has ever been enrolled in the professional level at another college or school of pharmacy. The college does not plan to consider admission of transfer students with advanced standing until it has achieved full accreditation status from the Accreditation Council for Pharmacy Education (ACPE).

International students. An applicant who is not a citizen of the United States must follow the normal admissions procedure. This includes completing all pre-pharmacy course requirements in an American college or university. The College of Pharmacy Office of Student Affairs and Admissions does not evaluate transcripts from outside the United States. If course work had been earned in a foreign country, several steps are required.

In order for the College of Pharmacy Office of Student Affairs and Admissions to determine whether the courses taken in a foreign country can be transferred for credit, foreign transcripts must be reviewed

or evaluated by an undergraduate American institution. All of the credit earned for transfer must appear on the transcript of an American college or university. Transfer credit must be identified as courses equivalent to those in the American college or university. In order to receive a transcript including the evaluation of transfer credits, the international student must be enrolled at the undergraduate American institution. Until this procedure has been accomplished, an application for admission cannot be accepted.

Financial resources of the College of Pharmacy are limited; therefore financial assistance is not available for international students on F-1 Visas. Federally-funded financial aid is restricted to students who are citizens or permanent residents of the United States. It is important that the student have pre-determined financial support sufficient to meet educational and living expenses.

SCHOLARSHIPS AND FINANCIAL AID

The Honors, Awards, and Scholarship Committee reviews all candidates for honors, awards, and scholarships. To be considered, students must complete a curriculum vitae (CV) form. The CV should be submitted to the Director of Admissions and should be updated annually. Two exceptions to this requirement are those scholarships that require application directly to the donor and merit scholarships that are based upon academic grade point average and/or rank in class. In addition to the requirements listed for each scholarship, the committee considers additional criteria in selecting recipients, such as involvement in student organizations and activities, as well as professional and public service.

The available scholarships include:

CVS/pharmacy Scholarship. The CVS/pharmacy scholarship provides annual scholarship funds for selected students. Recipients are selected based on academic performance, patient counseling skills, and their level of interest in community pharmacy practice.

Walgreens Diversity Scholarship. This scholarship is awarded annually to a student engaged in efforts to promote diversity and community awareness.

Wal-Mart Pharmacy Scholarship. The recipient of this scholarship is a student who has strong academ-

ic credentials and who has demonstrated leadership qualities.

Richard Farmer Scholarship. This scholarship is awarded on the basis of academic performance and financial need.

Pharmacists Mutual Scholarship. This scholarship is awarded on the basis of desire to be a community practitioner who practices in a state in which the company operates. Selection of the recipient is based on both academic achievement and on need.

DEGREE REQUIREMENTS

In order to complete the Doctor of Pharmacy degree program, a student must register for and pass each course set forth in the program's curriculum outline. In addition, a student must be in good academic standing after completing the prescribed program. Normal program progression is sequential enrollment in all program classes each semester and successfully passing each course with a grade of "C" or better.

To remain in good academic standing in the Doctor of Pharmacy program, a student must accomplish the following:

1. A cumulative and per semester GPA in all professional course work of at least 2.25.
2. A minimum grade of "C" in all professional course work.
3. A minimum cumulative GPA of 2.25 is required for graduation.
4. Satisfactory evidence of good interpersonal relations and professional conduct.

Students must satisfactorily complete each professional year's curriculum in order to progress to the subsequent professional year. All failed courses must be successfully repeated as soon as the course is offered again. No required course in the curriculum may be repeated more than once. If a student receives two or more failing grades in any course work in the professional curriculum, he or she will be dismissed due to academic deficiency. Students successfully completing the Doctor of Pharmacy curriculum with a passing grade in each course and a 2.25 minimum cumulative GPA will be recommended by the faculty of the College of Pharmacy for graduation.

CURRICULUM

(listed in semester hours)

FIRST PROFESSIONAL YEAR

Fall (19 hours)

PHAR 301	Introduction to Pharmacy & Health Care Delivery Systems	2
PHAR 305	Patient Counseling/Communication	3
PHAR 320	Clinical Human Anatomy and Physiology	5
PHAR 322	Medical Immunology	3
PHAR 325	Introduction to Pharmaceutical Sciences	3
PHAR 370	Patient-Centered Care I	3

Spring (18 hours)

PHAR 302	Christian Bioethics	2
PHAR 303	Biostatistics/Literature Evaluation	3
PHAR 321	Pathophysiology	4
PHAR 323	Biochemistry/Biotechnology	3
PHAR 326	Pharmaceutics	3
PHAR 327	Pharmaceutics Lab	1
PHAR 371	Patient-Centered Care II	2

SECOND PROFESSIONAL YEAR

Fall (17 hours)

PHAR 404	Pharmacy Practice Management	2
PHAR 431	Pharmacology & Chemistry I (cardiovascular, pulmonary and renal)	3
PHAR 450	Pharmacotherapy I (cardiovascular, pulmonary and renal)	5
PHAR 472	Patient-Centered Care III	3
PHAR 477	Patient Assessment	2
	Elective	2

Spring (18 hours)

PHAR 406	Psychosocial Aspects of Disease	2
PHAR 424	Medical Microbiology	3
PHAR 432	Pharmacology & Chemistry II (endocrine, GI, musculoskeletal and integument)	3
PHAR 451	Pharmacotherapy II (endocrine, GI, musculoskeletal and integument)	5
PHAR 473	Patient-Centered Care IV	3
	Elective	2

THIRD PROFESSIONAL YEAR

Fall (18 hours)

PHAR 507	Pharmacy Law	2
PHAR 533	Pharmacology & Chemistry III (infectious disease, hematology/oncology)	3
PHAR 552	Pharmacotherapy III (infectious disease, hematology/oncology)	5
PHAR 574	Patient-Centered Care V	3
PHAR 578	Clinical Pharmacokinetics	3
PHAR 579	Special Populations	2

Spring (18 hours)

PHAR 508	Spiritual/Professional Values	2
PHAR 534	Pharmacology & Chemistry IV (nervous system)	3
PHAR 535	Pharmacogenomics	2
PHAR 553	Pharmacotherapy IV (nervous system)	4
PHAR 554	OTC Pharmacotherapy	3
PHAR 575	Patient-Centered Care VI	2
	Elective	2

FOURTH PROFESSIONAL YEAR (38 hours)

	Advanced Pharmacy	
	Practice Experiences	36
PHAR 676	Patient Centered Care VII	2

TOTAL HOURS: 146

DOCTOR OF PHARMACY (PHAR)

301. INTRODUCTION TO PHARMACY & HEALTH CARE DELIVERY SYSTEMS. (2) Fall.

This course orients the entering pharmacy student to the social, economic and political environments within which pharmacist-delivered care is currently being delivered to the patient. The role of the pharmacist in a variety of practice settings is examined. Students will also explore current topics in pharmacy.

302. CHRISTIAN BIOETHICS. (2) Spring.

This course introduces the basic concepts and language of Christian medical ethics, in the context of biblical principles, to topics that pertain to pharmacy practice. Students are given the opportunity to develop skills in the application of medical ethics to clinical cases. Some of the topics to be included are response to death and dying, advanced directives and end-of-life decisions, stem cell research, reproductive rights, and legal issues of health care.

303. BIostatistics/Literature Evaluation. (3) Spring.

This course is designed to enable the student to develop an understanding of basic statistics and research design procedures and terms such that clinical studies in the

medical and pharmaceutical literature may be objectively evaluated. The course will also provide the student with the necessary tools such that he or she will be able to effectively describe, summarize, analyze, and make valid conclusions from data collected through his or her own research endeavors.

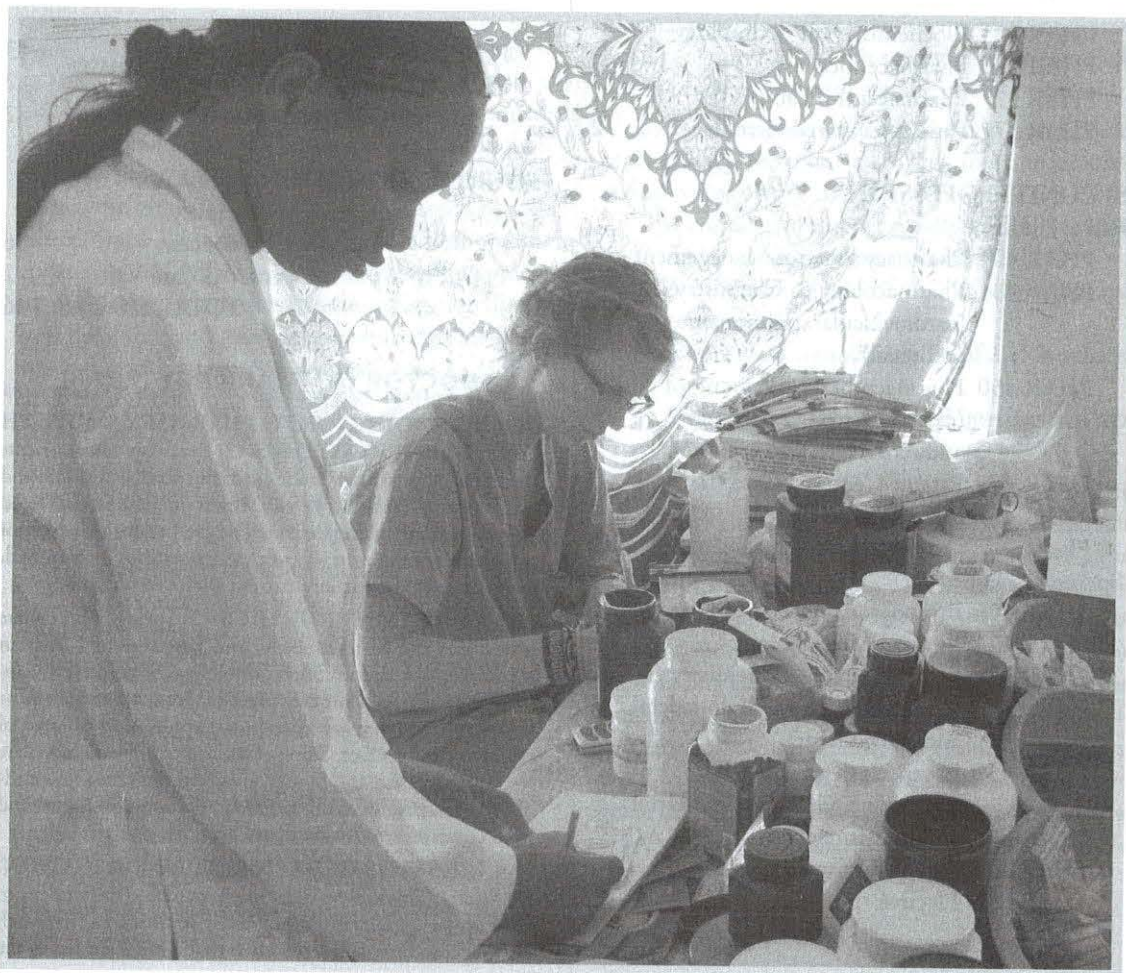
305. PATIENT COUNSELING/COMMUNICATION.

(3) Fall. This course will help the pharmacy student develop effective methods for creating positive, therapeutic relationships with patients through the application of communication skills (empathy, assertiveness training, effective listening, etc.) and other behavioral interventions. The course will also focus on the organization and provision of drug information to the patient and follow-up care. This course was created to help pharmacy students to internalize a wide variety of communication skills and intervention strategies in order to reduce drug-related patient morbidity and mortality.

320. CLINICAL HUMAN ANATOMY AND PHYSIOLOGY. (5) Fall. This course is devoted to the study of clinical gross anatomy and clinical physiology. It is designed to

provide students with essential knowledge of the major anatomical regions, structures of the body and the important physiologic functions related to health and disease. Emphasis will be placed upon the relationship of components within a specific region as well as topographical and functional anatomy and physiology through the use of case studies and virtual laboratory experiences. The major anatomic features and physiologic functions of the human organism will be examined and discussed, with correlations to diagnostic modalities currently used by practitioners in order to establish correct diagnoses and plan appropriate therapies. Case studies will illustrate the anatomical findings in the classical clinical presentations of the most common chief complaints. The course includes regular lecture and laboratory sessions.

321. PATHOPHYSIOLOGY. (4) Spring. This course covers the fundamental mechanisms of human disease process, including manifestation, diagnosis and treatment of central nervous system, musculoskeletal, oncological, neurological, dermatological, and gastrointestinal diseases, endocrine,



metabolic, immunological, cardiovascular, renal, hepatic, and respiratory diseases.

322. MEDICAL IMMUNOLOGY. (3) Fall. This course is devoted to the basic principles of the immune system as an adaptive physiological system from a biomedical perspective as applied to pharmacy practice. 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.

323. BIOCHEMISTRY/BIOTECHNOLOGY. (3) Spring. This course is devoted to the study of chemical factors affecting bioactivity of drugs, role of enzymes in biochemistry and disease, metabolism of biochemicals and drugs, maintenance of acid/base balance, lipids and prostaglandins; cholesterol and steroid hormones, biosynthesis of amino acids and nucleotides; nucleic acids, molecular genetics and biotechnology; immunology; and targets for therapeutic intervention. Additional topics will include recombinant DNA technology, mammalian cell culture, and protein purification and expression.

325. INTRODUCTION TO PHARMACEUTICAL SCIENCES. (3) Fall. This course is intended to provide a foundation of the principles that are fundamental to the study of the pharmaceutical sciences. This basic knowledge will allow the student to integrate physical, chemical, and biological concepts into various practice functions. Also included in this course are mathematical principles and quantitative methods utilized in the contemporary practice of pharmacy. The calculations required in the quantitative development and assessment of prescriptions, dosage forms, drug delivery systems, and drug therapy modalities are integrated in a manner applicable to pharmacy practice. Additional topics will include a history of the biopharmaceutical industry and the drug discovery and development processes.

326. PHARMACEUTICS. (3) Spring. This course is intended to give the student a basic knowledge of the pharmaceutical principles involved in formulation, design, compounding, and evaluation of dosage forms and drug delivery systems. The course will also familiarize the student with the concepts of drug standards, good manufacturing practice, and quality control. The student will gain background knowledge and skills necessary to apply biopharmaceutical principles to the selection and evaluation of drug products for use in patients. Emphasis will be placed on the various formulation and physiologic factors that affect drug response and absorption.

327. PHARMACEUTICS LABORATORY. (1) Spring. This course is designed to acquaint the student with basic compounding skills and techniques related to pharmaceutical dosage forms. The course also involves the application of calculations in laboratory exercises. The laboratory is designed around a student-centered, problem-based approach to learning.

370. PATIENT-CENTERED CARE I. (3) Fall. This course involves both didactic and experiential components and is

designed to introduce the first year student to patient care, pharmacy care, drug information, traditional community pharmacy practice, and service-learning. Activities include: shadowing of a health care provider, longitudinal patient care (Patient Caring), introduction to drug information, introduction to pharmacy law, group discussions and presentations, and opportunities for community service activities and reflection groups. Students will also be required to learn basic information regarding half of the top 100 OTC drugs through a self-directed process.

371. PATIENT-CENTERED CARE II. (2) Spring. This course involves both didactic and experiential components and is a continuation of Patient-Centered Care I. Students will be required to learn basic information regarding the other half of the top 100 OTC drugs through a self-directed process.

404. PHARMACY PRACTICE MANAGEMENT. (2) Fall. This course will address the discussion and analysis of management principles in relation to community and institutional pharmacy management, including planning, organizing, motivation, controlling, and marketing.

406. PSYCHOSOCIAL ASPECTS OF DISEASE. (2) Spring. An individual suffering from a disease or a disability can experience an increase or a decrease in the severity of a particular handicap, depending on social-environmental conditions. A psychosocial model of disease and disability will be developed in this course, and literature dealing with psychosocial interventions will be examined.

424. MEDICAL MICROBIOLOGY. (3) Spring. This course is an introduction to the techniques and principles of the isolation, cultivation, identification and properties of microorganisms relevant to human health and disease.

431. PHARMACOLOGY & CHEMISTRY I. (3) Fall. This course integrates pharmacology and medicinal chemistry of cardiovascular, pulmonary and renal agents. Course content will emphasize chemical structure of these agents; drug structure-activity relationships and mechanisms of action; chemical reactions involved in the metabolism of these agents; drug mechanisms related to the occurrence of adverse effects; generic and trade names of these agents; and pharmacological effects produced by these agents and their relationship to the blood, heart, circulatory system, lungs and renal system.

432. PHARMACOLOGY & CHEMISTRY II. (3) Spring. This course integrates pharmacology and medicinal chemistry of endocrine, GI, musculoskeletal and integument agents. Course content will emphasize chemical structure of these agents; drug structure-activity relationships and mechanisms of action; chemical reactions involved in the metabolism of these agents; drug mechanisms related to the occurrence of adverse effects; generic and trade names of these agents; and pharmacological effects produced by these agents and their relationship to the endocrine, GI, musculoskeletal and integumentary systems.

450. PHARMACOTHERAPY I. (5) Fall. This course will integrate the pathophysiology of selected diseases and dis-

orders related to the cardiovascular, pulmonary and renal systems with the therapeutic use of drugs used to treat these diseases and disorders. At the conclusion of this course, students will be able to explain the rationale for use of specific drug categories in the treatment of cardiovascular, pulmonary, and renal disorders. Course content will emphasize recognition and management of medication-related problems and decision-making processes including utilization of laboratory tests and patient assessment skills to monitor drug efficacy and toxicity. Problem-based case studies will be used to assist students in designing a pharmacy care plan for the patient. The use of complementary and alternative therapies as well as the social/behavioral/administrative aspects of cardiovascular, pulmonary, and renal disorders will be addressed. This is a student-centered learning course designed to begin the process of life long learning for students as health care professionals.

451. PHARMACOTHERAPY II. (5) Spring. This course will integrate the pathophysiology of selected diseases and disorders related to the endocrine, GI, musculoskeletal and integumentary systems with the therapeutic use of drugs used to treat these diseases and disorders. At the conclusion of this course, students will be able to explain the rationale for use of specific drug categories in the treatment of endocrine, GI, musculoskeletal and integument disorders. Course content will emphasize recognition and management of medication-related problems and decision-making processes including utilization of laboratory tests and patient assessment skills to monitor drug efficacy and toxicity. Problem-based case studies will be used to assist students in designing a pharmacy care plan for the patient. The use of complementary and alternative therapies as well as the social/behavioral/administrative aspects of endocrine, GI, musculoskeletal and integument disorders will be addressed. This is a student-centered learning course designed to begin the process of lifelong learning for students as health care professionals.

472. PATIENT-CENTERED CARE III. (3) Fall. This course involves both didactic and experiential components and is a continuation of Patient-Centered Care II. The course will continue the transition from didactic instruction to practical application of pharmacy practice to better prepare the student as a provider of patient care. Activities include: longitudinal patient care (Patient Caring), pharmacy law related to institutional practice, institutional practice experience, group discussions and presentations, and opportunities for community service activities and reflection groups. The course examines a variety of nonprescription health care products which pharmacists advise and educate patients about on a daily basis. Some of the topics covered include inhalation delivery devices, home diagnostic and monitoring tests, considerations for the diabetic patient, ambulation aids, home health accessories and others. Students will also be required to learn basic information regarding half of the top 200 prescription drugs through a self-directed process.

473. PATIENT-CENTERED CARE IV. (3) Spring. This course involves both didactic and experiential components and is a continuation of Patient-Centered Care III. Students will also be required to learn basic information regarding the other half of the top 200 prescription drugs through a self-directed process.

477. PATIENT ASSESSMENT. (2) Fall. This interactive course is designed to introduce the student to the pharmacy care process, especially the relationship between patient assessment skills and the pharmacist. The student will learn basic skills for evaluating and monitoring pharmacotherapy as well as common triaging skills utilized in various pharmacy settings. The course will review basic laboratory monitoring, methods of physical assessment, the concepts of pharmacy care, therapeutic planning, and monitoring drug therapy. The course will assist the student with developing insight into the relationship between these components and the patient's pharmacotherapy. Students will be required to demonstrate assessment techniques. The course is intended to prepare the student for pharmacotherapy sequences and pharmacy practice experiences.

507. PHARMACY LAW. (2) Fall. This is a study focusing on the federal laws governing the practice of pharmacy. The course will emphasize introductory legal concepts that encompass the rights and responsibilities of the pharmacist and a practical application of these concepts.

508. SPIRITUAL/PROFESSIONAL VALUES. (2) Spring. The relationship between spirituality and the professional is studied with the goal of equipping students to function in the professional world with the strengths of a strong prayer life and spirituality. Setting priorities between personal, family and professional demands are examined.

509. INTRODUCTION TO TEACHING. (2) Offered upon sufficient enrollment. This is an elective course designed to stimulate interest of pharmacy students in a career in teaching. Through facilitating small groups of students, discussing readings from the literature, and assisting faculty in a variety of teaching activities, the student is better able to evaluate the possibility of a career in teaching.

510. MAJOR WORLD DISEASES AND IMPACT ON HEALTH CARE. (3) Offered upon sufficient enrollment. This elective course is designed to discuss the major diseases of the world, their impact on history and the development of health care and public policy. Drugs and biologics have been developed to treat these diseases with varying degrees of effectiveness. Current approaches will be discussed.

520. BIOTECHNOLOGY. (2) Offered upon sufficient enrollment. This elective course is designed to familiarize the student with technology. Emphasis will be given to methods involving genetic manipulations and immunologic tools. In addition, the course will include a thorough review of the most current agents (both those approved and those undergoing testing) including a discussion of how they function and how they are produced.

533. PHARMACOLOGY & CHEMISTRY III. (3) Fall.

This course integrates pharmacology and medicinal chemistry of anti-infective, hematology and oncology agents. Course content will emphasize chemical structure of these agents; drug structure-activity relationships and mechanisms of action; chemical reactions involved in the metabolism of these agents; drug mechanisms related to the occurrence of adverse effects; generic and trade names of these agents; pharmacological effects produced by these agents and their relationship to infectious, hematologic and oncologic processes.

534. PHARMACOLOGY & CHEMISTRY IV. (3) Spring. This course integrates pharmacology and medicinal chemistry of nervous system agents. Course content will emphasize chemical structure of these agents; drug structure-activity relationships and mechanisms of action; chemical reactions involved in the metabolism of these agents; drug mechanisms related to the occurrence of adverse effects; generic and trade names of these agents; pharmacological effects produced by these agents and their relationship to nervous system disorders.

535. PHARMACOGENOMICS. (2) Spring. This course will discuss the science of understanding the correlation between an individual patient's genetic make-up (genotype) and their response to drug treatment. Explanations will be given regarding the basis for some drugs working well in some patient populations and not as well in others. The genetic basis of patient response to therapeutics and its relationship to the development of more effectively designed drugs for therapeutic treatment will be emphasized.

540. PROJECT DEVELOPMENT. (2) Offered upon sufficient enrollment. This elective course is designed to acquaint the student with the techniques involved in the development of a project in either the basic or clinical sciences. A project will be assigned to the student and the student will be expected to perform literature reviews and other work deemed necessary by the faculty instructor to produce an acceptable final written report. This course may be taken up to two times for credit. Prerequisites: consent of instructor and a GPA of 2.5 or better.

541. INTRODUCTION TO RESEARCH. (2) Offered upon sufficient enrollment. This elective course is designed to acquaint the student with current techniques utilized in basic and clinical research. A problem will be assigned by the instructor and the student will be expected to do the library and laboratory or clinical work required to prepare a report. This course may be taken up to three times for credit. Prerequisites: consent of instructor and a GPA of 2.5 or better.

552. PHARMACOTHERAPY III. (5) Fall. This course will integrate the pathophysiology of selected diseases and disorders related to the infectious, hematologic and oncologic processes with the therapeutic use of drugs used to treat these diseases and disorders. At the conclusion of this course, students will be able to explain the rationale for use of specific drug categories in the treatment of infectious, hematologic and oncologic processes. Course content will emphasize recognition and management of medication-related problems and decision-making processes including utilization of lab-

oratory tests and patient assessment skills to monitor drug efficacy and toxicity. Problem-based case studies will be used to assist students in designing a pharmacy care plan for the patient. The use of complementary and alternative therapies as well as the social/behavioral/administrative aspects of infectious, hematologic and oncologic processes will be addressed. This is a student-centered learning course designed to begin the process of lifelong learning for students as health care professionals.

553. PHARMACOTHERAPY IV. (4) Spring. This course will integrate the pathophysiology of selected diseases and disorders related to the nervous system with the therapeutic use of drugs used to treat these diseases and disorders. At the conclusion of this course, students will be able to explain the rationale for use of specific drug categories in the treatment of nervous system diseases and disorders. Course content will emphasize recognition and management of medication-related problems and decision-making processes including utilization of laboratory tests and patient assessment skills to monitor drug efficacy and toxicity. Problem-based case studies will be used to assist students in designing a pharmacy care plan for the patient. The use of complementary and alternative therapies as well as the social/behavioral/administrative aspects of nervous system diseases and disorders will be addressed. This is a student-centered learning course designed to begin the process of lifelong learning for students as health care professionals.

554. OTC PHARMACOTHERAPY. (3) Spring. This course will examine the role of over-the-counter (OTC) therapeutic, preventive and testing products as well as durable medical equipment and medical supplies in the pharmacotherapy and medical management of patients. Students will examine the evidence base for the use of OTC medicines in the management of minor disease states. Issues of advice and recommendations when responding to patient symptoms will also be addressed.

560. DRUG MISADVENTURES. (2) Offered upon sufficient enrollment. This elective course is designed to provide the student with more in-depth knowledge of major adverse reactions associated with commonly prescribed drug categories. Information relating to incidences, pre-disposing factors, and the management of adverse reactions will be discussed. Drug interactions will also be included.

561. SPECIAL TOPICS IN PHARMACOTHERAPY. (2) Offered upon sufficient enrollment. This elective course is intended to develop the student's critical thinking and appreciation of various controversial pharmacotherapeutic topics. Students will be initially provided with clinical case studies related to the controversial pharmacotherapeutic topics that will form the foundation of the critical thinking process. Students will work together in small groups. Students will be evaluating the clinical cases using the problem-based learning method and the ASHP Clinical Skills format. During the class, a group will select a controversial topic for presentation either supporting or questioning the current pharmacotherapeutic approach to treatment.

562. SUBSTANCE ABUSE. (2) Offered upon sufficient enrollment. This elective course is designed to facilitate comprehensive learning regarding various aspects of substance abuse and addiction in our society and ways in which the pharmacist can offer a positive influence. Related topics to be covered include epidemiology, prevention and treatment approaches, special population issues, and clinical aspects pertaining to each drug class. Literature review, internet sites, and guest speaker(s) will be employed during the class. In addition, the case study format will be utilized to illustrate the diverse clinical situations related to different drug categories and to enhance the student's active participation in the learning process.

574. PATIENT-CENTERED CARE V. (3) Fall. This course involves both didactic and experiential components and is a continuation of Patient-Centered Care IV. The course will continue the transition from didactic instruction to practical application of pharmacy practice to better prepare the student as a provider of patient care. Activities include: longitudinal patient care (Patient Caring), long term care or home health care practice experience, group discussions and presentations, and opportunities for community service activities and reflection groups. The course will provide exposure to clinical scenarios utilizing standardized patients and health care providers as well as opportunities to review and practice patient assessment skills. Additionally, current pharmacy practice issues will be discussed. Students will also be required to learn more details regarding the top 200 prescription drugs as well as basic information regarding the top 50 dietary supplements, both through a self-directed process.

575. PATIENT-CENTERED CARE VI. (2) Spring. This course involves both didactic and experiential components and is a continuation of Patient-Centered Care V. Students will also be required to learn the top 25 injectable drugs through a self-directed process.

578. CLINICAL PHARMACOKINETICS. (3) Fall. This course integrates basic pharmacokinetic concepts and the design and monitoring of therapeutic drug regimens. Emphasis is placed on learning how to analyze and interpret patient-specific drug concentration time data and to use this information to design pharmacy care plans.

579. SPECIAL POPULATIONS. (2) Fall. This course will look at therapeutic management of common disorders within special populations (e.g. pediatrics and geriatrics). Topics will include differences in drug absorption, distribution, metabolism and elimination in these populations and the effects these differences have on the pharmacodynamics and pharmacokinetics of common therapeutic agents used within these patient populations.

661. INDUSTRY PHARMACY SALES. (4) This elective practice experience is specifically designed to give the student experience in conducting sales activities and is designed for those students who believe they may want to pursue a career in this area.

670. INPATIENT/ACUTE CARE GENERAL MEDI-

CINE. (4) This required practice experience is designed to give the student a basic understanding of disease states encountered in internal medicine. This course will stress the application of pharmacotherapy in patient care and require the student to develop skill in taking medication histories, monitoring patients, providing drug information and providing patient education. This pharmacy practice experience is also designed to expose the student to the team concept of health care.

671. CRITICAL CARE. (4) This hospital-based elective experience is designed to enable the student to acquire skills and knowledge regarding basic principles of specific critical care disease states and their treatment. The student will gain experience working with an interprofessional team to care for the critically ill patient.

672. HEMATOLOGY/ONCOLOGY. (4) This elective experience will enable the student to develop proficiency in the knowledge of neoplastic disease and rational therapy with oncological agents. The student will gain experience regarding the supportive therapy required in the treatment of patients with cancer.

673. PSYCHIATRY. (4) This elective pharmacy practice experience is designed to give the student in-depth exposure to the area of mental health. The student will work with other members of the health care team to monitor drug therapy of patients with psychiatric diseases or drug abuse problems.

676. PATIENT-CENTERED CARE VII. (2) Spring. The fourth-year required patient care experience consists of activities designed to pull together the concepts presented from the classroom to the pharmacy practice experiences. This experience will cap the transition from formal education to licensure as a pharmacist. Activities include: NAPLEX review, objective standardized clinical scenario practice, group discussions and presentations, and opportunities for reflection groups. The course will summarize the professional education by providing exposure to clinical scenarios utilizing standardized patients and health care providers as well as opportunities to review and practice patient assessment skills.

680. AMBULATORY CARE. (4) This required practice experience will provide the student with the necessary assessment skills to implement and monitor cost effective drug therapy for safety and efficacy in the primary care and/or specialty clinic patient care environment.

681. ADVANCED COMMUNITY. (4) This required experience is designed to expose the student to a variety of patient-oriented services in community practice. These services may include: (1) patient counseling on appropriate drug use, home diagnostic test kits, durable medical equipment; (2) monitoring therapy for safety and efficacy; (3) providing drug information to physicians and nurses; (4) participating in the design, development, marketing and reimbursement process for new patient services; and (5) medication therapy management. This experience is designed to give the student further experience in documenting pharmacy care interventions in community pharmacy practice.

682. LONG TERM CARE. (4) The elective advanced pharmacy practice experience in long term care is designed to provide the student with an in-depth experience in the provision of pharmacy care to older patients and those requiring long term care services. The student will also be exposed to additional aspects of consultant pharmacy practice for institutionalized long term care and subacute patients.

683. HOME HEALTH CARE. (4) This elective advanced pharmacy practice experience in home health care provides the student with exposure to the specialty of home infusion therapy. The student will gain experience working with pharmacists and nurses to care for the home patient. The student will be involved in preparation and monitoring of parenteral and enteral nutrition, antibiotics, cancer chemotherapy, specialty compounded drugs, and home health aids.

684. NUCLEAR PHARMACY. (4) This elective experience introduces the student to the practice of nuclear pharmacy and medicine. The nuclear pharmacy experience will concentrate on pharmacy care and radiopharmaceutical compounding, quality assurance, health physics and regulatory compliance. The nuclear medicine experience will offer the student the opportunity to communicate with the nuclear medicine personnel and participate in the clinical use of diagnostic and therapeutic radiopharmaceuticals. The student will also gain experience in the area of health physics as it is practiced in the nuclear pharmacy and hospital.

685. ACADEMIC ADMINISTRATION. (4) An elective experience designed to stimulate the interest of pharmacy students in academia and provide the student with an understanding of the function and process of the academy. Through interviews with faculty, readings in the literature, participation in academic and administrative meetings,

development of teaching materials with pharmacy faculty chosen as preceptors in the students' area of interest, the exploration of teaching methodologies and several "hands-on" projects, the student is better able to evaluate the possibility of a career in academia as well as assume a position in academia. Students interested in participating in the Academic Administration advanced pharmacy practice experience must have a GPA of 3.0 or better.

686. HEALTH MISSIONS. (4) This elective practice experience provides the student with experience in working with an underserved population in the provision of health care through a church-related mission point. Sites may be in the continental United States or overseas. Students interested in participating in an overseas health missions advanced pharmacy practice experience must have a GPA of 3.0 or better.

690. ADVANCED HEALTH SYSTEM. (4) This required experience will expose the student to the broad-based daily duties often required of a health system-based pharmacist. These duties may include: (1) participating in the health system's formulary process; (2) participating in therapeutic protocol development; (3) participating in the management of medical emergencies; and (4) performing prospective and retrospective financial and clinical outcomes analyses to support formulary recommendations and therapeutic guideline development. The student will gain experience in the dispensatory functions of a pharmacist in a health-system setting.

691. RESEARCH. (4) The elective research experience will provide the student with the opportunity to participate in an ongoing research project and develop skills necessary for pursuit of graduate education, fellowship or research-oriented career.

PHYSICIAN ASSISTANT PROGRAM

PROGRAM DESCRIPTION

Harding is excited to have the first Physician Assistant Program in the state of Arkansas. With its emphasis on practice in rural settings and missions, the impact the graduates will have on the community, the state and worldwide will be remarkable.

The Physician Assistant Program is part of the College of Sciences and offers a Master of Science (MS) degree in Physician Assistant Studies. The curriculum is an intensive 28-month medical education program comprised of 110 semester hours of coursework and an average of 2200 hours of supervised clinical experiences, with a focus on primary care and family medicine.

Upon the successful completion of this program, students will be eligible to sit for the national certifying exam (PANCE) given by the National Commission on Certification of Physician Assistants.

Harding University's Physician Assistant Program is located on the Health Sciences campus on Park Avenue, directly adjacent to the main university campus in Searcy. For more information call 501-279-5642 or e-mail paprogram@harding.edu.

The Physician Assistant Student Handbook contains a comprehensive description of all policies and procedures that apply to our students.

FACULTY

DEAN: Travis Thompson, Ph.D.

PROFESSORS:

Michael A. Murphy, M.D.
Program and Medical Director
William White, M.D.
Associate Medical Director

ASSOCIATE PROFESSOR:

Gary Hill, MPAS, PA-C
Clinical Director

ASSISTANT PROFESSORS:

Tara Bruner, MHS, PA-C
Peggy Huckeba, R.N., M.S.E.
Academic Director
Phil Tobin, MPAS, PA-C
Assistant Clinical Director

ASSISTING FROM OTHER DEPARTMENTS:

Lana Gettman, Pharm.D.
Jiukain Hao, M.D., Ph.D. (pharm)
Julie Hixson-Wallace, Pharm.D., BCPS
Melissa Max, Pharm. D.
Jim Nesbit, Ph.D., R.Ph.
Bryan Phillips, Ph.D.
Forrest Smith, Ph.D.
Jeannie Smith, Pharm.D.
Catherine Willmore, Ph.D., R.Ph. (pharm)
Beth Wilson, Ed.D., C.F.C.S. (FCS)
Bill Yates, D.V.M.(pharm)
George Yeboah, Pharm.D. (pharm)

ASSISTING FROM THE COMMUNITY:

Hope Ballentine, R.N., CNM, APN
Scott Ballinger, M.D.
Kaye Candlish
(White Co. Domestic Violence Prevention)
Steven Covey, M.D.
David Hatfield, M.D.
John Henderson, M.D.
Mark White, M.D.

MISSION OF THE PHYSICIAN ASSISTANT PROGRAM

The mission of the Physician Assistant Program at Harding University is to develop knowledgeable and caring health care professionals who provide highly competent patient-centered primary medical care in diverse environments.

The Physician Assistant Program is an integral part of Harding University, and embraces the six goals outlined in the University's statement of mission and goals. The goals of the Physician Assistant Program are to:

1. Instruct physician assistants who will provide primary care reflective of their Christian faith and service to their community and to the world.
2. Develop practice-oriented critical thinking which recognizes dependence on God, is committed to lifelong intellectual excellence, and is built upon a foundation of general cultural knowledge.
3. Foster commitment to Christian values, ethics and integrity in personal and professional service as physician assistants.

4. Promote supportive personal and professional relationships.
5. Nurture lifelong personal habits that lead to a healthier quality of life physically, spiritually, psychologically and socially.
6. Emphasize a servant-leadership lifestyle that prepares graduates to have a respect for other cultures and an understanding of world missions.

ACCREDITATION

The Physician Assistant program has received continuing accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

ADMISSION REQUIREMENTS

All applicants must:

1. Possess a bachelor's degree from a regionally accredited institution in the United States prior to matriculation into the Program.
2. Meet all general requirements for admission to, and agree to abide by all policies and procedures for, graduate programs at Harding University.
3. Have an academic record of performance at the undergraduate level that is predictive of academic success and professional achievement as a physician assistant. The minimum total undergraduate GPA should be 3.0 on a 4-point scale. Written appeals of this requirement must be made to the program director.
4. Complete the Graduate Record Examination (GRE) General Test within 5 years of matriculation. No minimum score required. The GRE requirement is waived for those who have completed a graduate degree prior to the deadline posted on the Web site (www.harding.edu/paprogram).

Please note: Applications will be strengthened by evidence of the successful completion of additional coursework, such as biochemistry, genetics, sociology, child and/or abnormal psychology or other life science, chemistry, and social science courses beyond the minimum required. We recommend that applicants take additional coursework for English and mathematics because of the need for strong analytical and communication skills. Completion of a general statistics

course is strongly encouraged.

Experience in direct medical patient care will add support to the application, as will demonstrated involvement in humanitarian service. Direct patient care experience may be either paid or volunteer and can include clinical experience as a health professional (nurse, health educator, paramedic, EMT, respiratory therapist, etc.) or experience as a medical/nursing assistant, clinic aide, orderly, patient care attendant, medical missions volunteer, etc. Time spent "shadowing" a physician assistant or physician in clinical activities will also be considered.

It is strongly recommended that coursework in anatomy and physiology and microbiology be completed within seven years prior to applying to the program. Current employment that actively uses that knowledge base will be taken into consideration by the admissions committee.

PREREQUISITE COURSEWORK

Prerequisite courses must be completed at a regionally accredited U.S. college or university with an average GPA of 3.0 on a 4-point scale, with no course grade below C. A minimum of three (3) semester hours/units or four (4) quarter hours/units is required for each course:

Courses	Semester Hours	HU Courses*
General or University Chemistry* (Inorganic Chemistry)	3	CHEM 121
Organic Chemistry*	3	CHEM 249 or CHEM 215/ CHEM 216
Microbiology*	3	BIOL 271
General Psychology or Developmental Psychology	3	PSY 201 or PSY 240
College Algebra or Calculus I	3	MATH 151 or MATH 201
Human Anatomy & Physiology*	6	BIOL 249 and BIOL 253.

(Note: This minimum of 6 semester hours must be taken over two semesters. Students should take two semesters of A&P I and II to fulfill this requirement

OR a semester of anatomy and a semester of physiology. These combinations should not be mixed. Also, for schools that do not offer human anatomy and physiology, course work that is comparable to BIOL 261-Vertebrate Morphology and BIOL 280-Animal Physiology will be accepted.

*Acceptable courses must be designated as counting toward a science major and must include a laboratory.

**The Harding courses that fulfill each requirement are listed for comparison to courses at other universities; to view the science department course descriptions, visit: www.harding.edu/catalog. Please note that course equivalencies will be determined by Harding University. Upon application, a formal audit will be conducted on your undergraduate coursework to make this determination.

Transcripts documenting the completion of all coursework (including prerequisites) must be provided to CASPA (Centralized Application Service). For more information, see the heading *CASPA Application and Deadlines* on our Web site: www.harding.edu/paprogram. It is expected that the majority of prerequisite work will be completed prior to the application deadline. Course substitutions that do not cover the scope of information covered in the prerequisite classes will not be accepted. If an applicant is accepted into the program with a provisional acceptance status (some prerequisite coursework is pending and/or graduation has not occurred), the completed transcript must be provided to the program before matriculation.

Only one prerequisite course may be left for completion the spring semester prior to matriculation into the program. All matriculating students must receive their bachelor's degree no later than the end of the summer term prior to matriculation.

CLEP and Advanced Placement Courses: CLEP examination credit may not be used to meet any of the listed prerequisites, unless a comparable number of credits in advanced courses in the discipline have been completed. Advanced Placement (AP) credit may be used to satisfy prerequisite coursework provided that the AP credit is accepted by the applicant's institution and is posted on the applicant's official academic transcript.

All applicants who meet the minimum requirements will be considered for an interview regardless of their major area of study. A broad base of study in areas such as humanities, sociology and religion is encouraged. Submission of a completed application does not guarantee an interview, selection or admission into the Physician Assistant Program.

OTHER PROGRAM REQUIREMENTS

1. **Technical Standards:** All applicants must meet the minimum technical standards for admission to the Harding University Physician Assistant Program. These technical standards establish the expectations for proficiency in essential abilities necessary for students admitted to this program. This curriculum requires demonstrated aptitude in diverse skills and abilities related to observation, intellect, physical manipulation, communication and interpersonal skills. These abilities and characteristics must be possessed, with or without reasonable accommodation, by all students admitted into the program. See www.harding.edu/paprogram for a detailed listing of these standards.
2. **Medical Terminology:** Proficiency is required for acceptance into the program. A course in medical terminology is recommended for applicants who are not health professionals or for any applicant not confident of their ability in this area. Self-study courses are appropriate. No transcript record/grade for medical terminology is required. All applicants must pass a written exam given at the time of the interview with a score of 75% or better. A self-study course in basic medical terminology is available for download in Adobe Acrobat format from the program Web page. (www.harding.edu/paprogram/admission.html)
3. **Ethical Standards:** A candidate must demonstrate the highest level of professional demeanor and behavior, and must perform in an ethical manner in all dealings with peers, faculty, staff and patients.
4. **Health Requirements:** Applicants selected for admission to the program must provide evidence of good health, no communicable diseases, and required immunizations and screen-

ings prior to matriculation on forms provided. Immunizations and screening tests required are as follows:

- 1) Hepatitis B series and titer (this can take up to six months to complete),
- 2) Two MMRs,
- 3) Date of completion of primary tetanus series (DPT, DTaP or Td),
- 4) Date of completion of polio series,
- 5) Current Td or a one-time booster of Tdap (which is strongly recommended before starting clinical rotations) within past 10 years,
- 6) Positive varicella titer (if negative then series of two immunizations),
- 7) A two-step PPD skin test performed within four months prior to matriculation.

Students are required to maintain personal health insurance. Complete information is provided in the health packet provided after admission.

5. **Computer Requirements:** Proficiency in basic computer skills (word-processing, databases, Internet searches and e-mail) is expected of all entering students, as the curriculum will incorporate the use of computer technology. Additionally, all students in the program will be expected to have access to the Internet.

Students are required to have their own laptop computer upon entry into the program. PDAs are required prior to entry into the clinical phase. The minimum requirements will be listed after acceptance into the program.

6. **Equipment Requirements:** All students will be expected to purchase or have the required medical equipment needed to meet program requirements. This will include acquiring an approved lab coat with a school-issued patch. The equipment list will be provided after acceptance into the program.
7. **Liability Requirements:** Each student must carry physician assistant liability insurance coverage, which will be paid by the program.
8. **Travel Requirements:** Clinical experiences entail travel to clinical sites. PA students are responsible for all costs associated with travel

and off campus clinical experiences. Transportation and food are the most common out-of-pocket expenses. Some sites will require additional living arrangements to be made, which will be the student's responsibility.

Since portions of the program will require travel to various locations; all students are required to have access to a motor vehicle, a valid driver's license, and auto liability insurance. Further information will be reviewed in detail at orientation and throughout the didactic year. Accepted students are required to attend all orientation sessions scheduled by the program.

9. **Background Check Requirements:** Students will be accepted on a conditional basis, contingent upon completion of the criminal background check with the return of acceptable results. All conditionally accepted students must consent, submit, and successfully complete a criminal background check through the program-selected criminal background check vendor as a condition of matriculation into Harding University Physician Assistant program. Failure to do so will constitute failure to meet the pre-matriculation requirements of the program and will result in the withdrawal of a conditionally accepted offer.

Matriculation and continued enrollment in the Physician Assistant program is contingent upon a completed criminal background check with acceptable results. Failure to consent to a criminal background check; refusal to provide necessary information to conduct a background check; failure to provide additional information wherein an investigation is warranted; and failure to comply with the investigatory procedures when a cause for further action is warranted due to (1) the discovery of previously undisclosed information; (2) the discovery of more egregious information than was previously disclosed; or, (3) the discovery of conflicting information between or among the CASPA Application and/or the Supplemental Application and/or the Criminal Background Check Report and/or any and all documents considered part of an applicant's CASPA appli-

cation, will result in disciplinary action up to, and including, withdrawal of a conditional offer of acceptance, refusal of admission, or dismissal from the Physician Assistant program.

Some students may also be expected to submit to random drug testing required by clinical practice sites and/or the program. These additional costs would be the student's responsibility. Criminal background checks and drug screens are common pre-employment procedures.

10. **Other:** In addition to paying for student liability insurance, the program will also pay the following: professional dues, costs associated with life support courses, and lab supplies. It is also the program's responsibility to develop clinical sites for all rotations.

APPLICATION PROCEDURE

1. Applications are available through CASPA (Centralized Application Service for Physician Assistants) at www.caspaonline.org. Each new class matriculates in the fall semester, and the application cycle begins in the spring and ends on November 1 of the year preceding the matriculation date. Applicant interviews and candidate selection occur between October and March of each year. For more detailed information concerning the application cycle and deadlines, see the program Web site, www.harding.edu/paprogram.
2. The GRE must be completed by the deadline set on the Web site. The official scores are to be sent directly to Harding. The institution code is 6267 and the departmental code is Allied Health (0601).
3. Both codes must be used for the program to receive the scores.
4. Upon acceptance into the program, official transcripts showing conferment of undergraduate and graduate degree(s), if applicable, must be sent to the Physician Assistant Program. These must arrive prior to the program start date.
5. Applicants with formal health care experience must submit copies of any license, registration, or certification related to that field at the time of matriculation.

Questions may be directed to paprogram@harding.edu or (501) 279-5642.

Submission of a completed application does not guarantee an interview, selection or admission into the Physician Assistant Program.

APPLICATION REVIEW AND SELECTION FOR INTERVIEW

The Admissions Committee reviews all completed applications for admission. Selected applicants will be asked to complete a supplemental application (a \$25 fee will be assessed) that is submitted directly to the program. Applications will be reviewed, looking for traits of a competitive applicant who will be invited for an interview. These traits include but are not limited to the applicant who:

1. Has all application documents postmarked on or before the application deadline. We will begin the interview process before the application deadline, and student positions will be offered before the application deadline. A specified number of positions will be kept open until after all applications have been reviewed.
2. Meets or exceeds the minimum requirements.
3. Provides explanation for GPAs that fall below stated criteria.
4. Has sought out adequate hours of shadowing/direct patient care contact hours to demonstrate knowledge of and commitment to this career path.
5. Has strong letters of reference.

In addition, graduates of Harding or its sister schools and Arkansas residents will be given preference. Experience in rural healthcare or in missions will receive favorable consideration in the applicant selection process. Competitive applicants will be invited to attend a personal interview that affords the faculty an opportunity to further review the applicant's credentials. Applicants are expected to demonstrate maturity, personal initiative, an understanding of the physician assistant role and excellent communication skills. This meeting enables the applicants to become acquainted with the program's facilities, faculty/staff and/or students.

Applications are encouraged from those who can demonstrate a commitment to practice primary care in rural and urban medically underserved areas, or in

foreign or domestic mission fields.

Scoring of competitive applicants at the time of the interview will be based on an objective tool that awards points in many different areas. These areas include all of the above mentioned, plus communication skills, maturity level, and ability to answer questions asked during the interview process.

Selection and notification for admission: The number of applicants recommended for acceptance will be determined annually by the Physician Assistant Program admissions committee.

After interviews are completed, interviewees will be informed about their status via e-mail. Based upon a review of the applications and interviews, the Admissions Committee may recommend one of the following:

1. **Acceptance:** Accepted students will be notified by e-mail and by postal mail. All acceptances will be conditional, contingent upon completion of the criminal background check with acceptable results. Individuals who have not completed all prerequisites or graduated will have these additional contingencies added to their conditional acceptance, pending verification of successful completion of the required coursework and/or graduation.
2. **Hold:** During the admission process, the program will periodically offer a set number of positions (rolling admissions) to qualified applicants. Those applicants who do not receive an offer of acceptance prior to the final selection of candidates will be placed on hold status. These applicants will continue to be eligible for positions in the program until the final selections are made.
3. **Admission Alternates:** Some applicants will be ranked as alternates and will be notified of their admission status on or before the program start date. Applicants not admitted from the alternate list must reapply if they wish to be considered in subsequent years.
4. **Non-Acceptance:** Applicants wishing to be considered in a subsequent year must reapply, and must satisfy all admission requirements for that year.

All program decisions are final. Questions may be directed to paprogram@harding.edu or 501-279-5642.

SCHOLARSHIPS AND FINANCIAL AID

Financial aid information can be obtained at www.harding.edu/finaid or by calling (501) 279-4257. Students who are accepted into the program will be assigned a financial aid counselor after acceptance.

PROGRAM REQUIREMENTS

In order to complete the Physician Assistant Program, a student must register for and pass each course set forth in the program's curriculum outline, including satisfactory completion of the Master's Project. In addition, a student must be in good academic standing after completing the prescribed program. Normal program progression is sequential enrollment in all program classes each semester beginning in Fall I and successfully meeting all course and program objectives each semester.

In addition to the university requirements regarding good academic standing at the graduate level, to remain in good academic standing in the Physician Assistant Program, a student must accomplish the following:

1. A current and cumulative GPA of at least 2.5 during the didactic phase.
2. A minimum of a "C" grade in all of the PA didactic phase courses.
3. Satisfactory evaluation on each preceptor evaluation.
4. Overall "B" grade for each clinical rotation.
5. A grade of "C" or better in all didactic courses taken during the clinical year (PAS 663, 664, and 671).
6. A minimum of "C" on the Master's Project.
7. Total cumulative GPA for graduation is 2.72.
8. Satisfactory evidence of good interpersonal relations and professional conduct.

Students satisfactorily meeting all the requirements for passing the didactic phase courses, including any required remediation, will be promoted to the clinical phase. Senior students satisfactorily meeting all the requirements for the clinical phase will be recommended for graduation and to receive the degree of Master of Science (MS) in Physician Assistant Studies.

CURRICULUM

(listed in semester hours)

Physician Assistant Program courses listed MUST be taken in sequence.

DIDACTIC PHASE

Fall 1 (21 hours)

PAS 600	Orientation to the PA Program	0
PAS 601	Clinical Human Anatomy & Physiology	4
PAS 605	Professional Seminar I	2
PAS 621	Clinical Pharmacology I	3
PAS 631	Physical Diagnosis I	3
PAS 641	Clinical Medicine I	7
PAS 642	Clinical Skills Development I	2

Spring 1 (19 hours)

PAS 606	Professional Seminar II	2
PAS 611	Christian Bioethics	2
PAS 622	Clinical Pharmacology II	3
PAS 632	Physical Diagnosis II	3
PAS 644	Clinical Medicine II	7
PAS 645	Clinical Skills Development II	2

Summer 1 (11 hours)

PAS 607	Professional Seminar III	1
PAS 623	Clinical Pharmacology III	2
PAS 633	Physical Diagnosis III	2
PAS 646	Clinical Medicine III	4
PAS 647	Clinical Skills Development III	2

CLINICAL PHASE

Fall 2 (19 hours)

PAS 650	Orientation to Clinical Rotations	0
PAS 663	Professional Seminar IV	1
	Clinical Practicum I*	6
	Clinical Practicum II*	6
	Clinical Practicum III*	6

Spring 2 (19 hours)

PAS 664	Professional Seminar V	1
	Clinical Practicum IV*	6
	Clinical Practicum V*	6
	Clinical Practicum VI* 6	

Summer 2 (12 hours)

	Clinical Practicum VII*	6
	Clinical Practicum VIII*	6

Fall 3 (9 hours)

PAS 661	Clinical Preceptorship	6
PAS 671	Transition to Practice	1
PAS 675	Master's Project	0, 0, 0, 2

VARIABLE

PAS 680	Independent Study	1-6
*Clinical Practica		
PAS 651	Primary Care 1	6
PAS 652	Primary Care 2	6
PAS 653	General Surgery	6
PAS 654	Emergency Medicine	6
PAS 655	Geriatrics	6
PAS 656	Mental Health	6
PAS 659	Clinical Elective I	6
PAS 660	Clinical Elective II	6

PHYSICIAN ASSISTANT STUDIES (PAS)

600. ORIENTATION TO THE PA PROGRAM (0) Fall. Introduction to Harding's PA program and expected professional practices. Students receive instruction that will lead to successful completion of this academic program. Must be completed at the designated time set by the Program.

601. CLINICAL HUMAN ANATOMY AND PHYSIOLOGY. (4) Fall. This course is devoted to the study of clinical gross anatomy and clinical physiology. It is designed to provide students with essential knowledge of the major anatomical regions, structures of the body and the important physiologic functions related to health and disease. Emphasis will be placed upon the relationships of components within a specific region as well as topographical and functional anatomy as it relates to physical examination skills. Students will have the opportunity to apply their knowledge of anatomy and physiology through the use of case studies and virtual laboratory experiences. The major anatomic features and physiologic functions of the human organism will be examined and discussed, with correlations to diagnostic modalities currently used by practitioners in order to establish correct diagnoses and plan appropriate therapies. Case studies will illustrate the anatomical findings in the classical clinical presentations of the most common chief complaints. The course includes regular lecture and laboratory sessions.

605. PROFESSIONAL SEMINAR I. (2) Fall. First of a five-semester series that spans the didactic and clinical years of the program. This series will examine the professional issues physician assistants commonly face in practice. The course introduces students to issues surrounding cultural awareness and sensitivity pertaining to the diversity and uniqueness of populations to be encountered as health care practitioners using lectures, panel discussions, small group activities and participation in community events. Some of the topics included in this course are principles of professionalism, developing effective listening and attitudes conducive to effective behavioral counseling in a variety of settings, PA professional organization, an overview of health care provider roles, and a focus on the delivery of health care via a team approach.

606. PROFESSIONAL SEMINAR II. (2) Spring. This is a continuation of a five-semester series that spans the didactic and clinical years of the program. The course introduces students to issues surrounding cultural awareness and sensitivity pertaining to the diversity and uniqueness of populations to be encountered as health care practitioners using lectures, panel discussions, small group activities and participation in community events. Some of the topics added this semester in this series are principles and practice of evidence-based medicine, the patient-centered method of care, and critical review of the medical literature. Prerequisite: PAS 605 with a minimum grade of C.

607. PROFESSIONAL SEMINAR III. (1) Summer. This is a continuation of a five-semester series that spans the didactic and clinical years of the program. The course introduces students to issues surrounding cultural awareness and sensitivity pertaining to the diversity and uniqueness of populations to be encountered as health care practitioners using lectures, panel discussions, small group activities and participation in community events. Some of the topics included in this series are principles and practice of evidence-based medicine, the patient-centered method of care, PA professional organizations, critical review of the medical literature, health care costs and reimbursement issues, the evaluation of health care quality, and a focus on the delivery of health care via a team approach. Prerequisite: PAS 606 with a minimum grade of C.

611. CHRISTIAN BIOETHICS. (2) Spring. This course introduces the basic concepts and language of Christian medical ethics, in the context of biblical principles, to topics that pertain to PA practice. Students are given opportunity to develop skills in the application of medical ethics to clinical cases. Some of the topics to be included are response to death and dying, advanced directives and end-of-life decisions, and legal issues of health care.

621. CLINICAL PHARMACOLOGY I. (3) Fall. The first course of a three-course series, which must be taken sequentially. This course will introduce the principles of pharmacology and clinical pharmacotherapeutics. Other topics will include discussion of treatment guidelines, indications, contraindications, PA prescriptive practices, drug law, drug information resources and case studies. Following this, the student will begin an in-depth analysis of pharmacotherapeutics and the application of drugs for the diagnosis, treatment and prevention of disease. A pathophysiologic approach will be used, with emphasis on the rational use of drugs in the care and treatment of pediatric, adult and geriatric patients in primary care settings. Specific therapeutic regimens will be reviewed from a systems approach in coordination with the clinical medicine series.

622. CLINICAL PHARMACOLOGY II. (3) Spring. The second course of a three-course series, which must be taken sequentially. This course offers an in-depth analysis of pharmacotherapeutics and the application of drugs for the diagnosis, treatment and prevention of disease. A body systems/pathophysiologic approach will be used, with empha-

sis placed on the rational use of drugs in the care and treatment of pediatric, adult and geriatric patients in primary care settings. Specific therapeutic regimens will be reviewed from a systems approach in coordination with the clinical medicine series. Interpretation of the medical literature is emphasized using the principles of evidence-based medicine. Prerequisite: Successful completion of PAS 621.

623. CLINICAL PHARMACOLOGY III. (2) Summer. The third course in a three-course series, which must be taken sequentially. This course will continue an in-depth analysis of pharmacotherapeutics and the application of drugs for the diagnosis, treatment and prevention of disease. A body/systems/pathophysiologic approach will be used with emphasis placed on the rational use of drugs in the care and treatment of pediatric, adult and geriatric patients in primary care settings. Specific therapeutic regimens will be reviewed from a systems approach in coordination with the clinical medicine series. Students will also learn principles of pharmacotherapy in multi-system conditions and diseases. Continued emphasis is placed on interpretation of the medical literature using the principles of evidence-based medicine. Prerequisite: PAS 622 with a minimum grade of C.

631. PHYSICAL DIAGNOSIS I. (3) Fall. The first course of a three-semester series is taught by the PA Program faculty and visiting community professionals. It provides the knowledge and skills foundation of PA practice: taking a history and performing a physical examination. Course material is taught through lectures, small group interaction, and practical sessions covering the basic history and physical by system and region. Assessments for the adult, pediatric and geriatric populations will be taught, with a focus on normal growth and development through the lifespan. This course includes regular lecture and laboratory sessions.

632. PHYSICAL DIAGNOSIS II. (3) Spring. The second course of a three-semester series, which must be taken sequentially. Course material is taught through lectures, small group interaction and practical sessions with techniques reviewed from a systems approach in coordination with the clinical medicine series. Assessments for the adult, pediatric and geriatric populations will be taught, with a focus on normal growth and development through the lifespan. Activities in this second course of the series will reinforce the skills learned in the previous semester and include real and simulated cases along with lectures and small group interactions. An introduction to communication skills for use with patients, families and other health care professionals will be included. This course includes regular lecture and laboratory sessions. Prerequisite: PAS 631 with a minimum grade of C.

633. PHYSICAL DIAGNOSIS III. (2) Summer. The third course of a three-semester series, which must be taken sequentially. Course material is taught through lectures, small group interaction and practical sessions with techniques reviewed from a systems approach in coordination with the clinical medicine series. Assessments for the adult, pediatric and geriatric populations will be taught, with a focus on normal growth and development through the lifespan.



Activities in the third course of the series will reinforce the skills learned in the previous two semesters and include real and simulated cases along with lectures and small group interactions. A strong emphasis is placed on effective communication with patients, families and other health care professionals. This course includes regular lecture and laboratory sessions. Prerequisite: PAS 632 with a minimum grade of C.

641. CLINICAL MEDICINE I. (7) Fall. This first course of a three-course sequence examines conditions, diseases and disorders commonly encountered throughout the lifespan. Basic principles of health and disease will be discussed in depth. A body systems approach will be used, and there will be an emphasis on cardiovascular health and disease, respiratory disease, as well as head and neck conditions during this first course, in coordination with the pharmacology and physical diagnosis course series. Each disease or disorder is described in terms of pathophysiology, clinical presentation, diagnosis and treatment. Attention will also be given to primary and secondary methods of disease prevention. Interpretation of the medical literature is emphasized using the principles of evidence-based medicine. Corequisite: PAS 642.

642. CLINICAL SKILLS DEVELOPMENT I. (2) Fall. This is the first of a three-part lab sequence providing a practical approach to diagnostic testing in the primary care setting. It is designed to train students to order, perform and interpret the results of diagnostic and therapeutic procedures most commonly used in primary care, with attention to cost-effectiveness. Students will learn the indications for, sequencing of, and interpretation of test results, including radiologic, physiologic and clinical laboratory testing. Includes basic principles of radiology, pathology, and the correlation between disease process and interpretation of clinical laboratory diagnostic tests. Includes demonstration and practice of ECG theory and interpretation. Corequisite: PAS 641.

644. CLINICAL MEDICINE II. (7) Spring. This second course of a three-course sequence continues the examination of conditions, diseases and disorders commonly encountered throughout the lifespan. These include respiratory, gastrointestinal, nutritional and musculoskeletal disorders. Each disease or disorder is described in terms of pathophysiology, clinical presentation, diagnosis and treatment. Attention will also be given to a variety of topics such as primary and secondary methods of disease prevention growth. Development, immunization and screening practices, health

promotion, health education, patient adherence, cultural diversity, and rural health issues are also examined. Diseases and disorders will be reviewed from a systems approach in coordination with the pharmacology and physical diagnosis course series. Interpretation of the medical literature is emphasized using the principles of evidence-based medicine. Corequisite: PAS 645. Prerequisite: PAS 641 with a minimum grade of "C".

645. CLINICAL SKILLS DEVELOPMENT II. (2) Spring. This is the second of a three-part lab sequence providing a practical approach to diagnostic testing in the primary care setting. It is designed to train students to order, perform and interpret the results of diagnostic and therapeutic procedures most commonly used in primary care, with attention to cost-effectiveness. Generally following the course material in the corresponding clinical medicine course, students will learn the indications for, sequencing of, and interpretation of test results, including radiologic, physiologic, and clinical laboratory testing as related to specific disease states and conditions. Includes basic principles of radiology (indications for, materials used and information obtainable), pathology, and the correlation between disease process and interpretation of clinical laboratory diagnostic tests. Includes demonstration and practice of various laboratory methods, injection, and biopsy and suture techniques. Corequisite: PAS 644. Prerequisite: PAS 642 with a minimum grade of C.

646. CLINICAL MEDICINE III. (4) Summer. This third course of a three-course sequence examines conditions, diseases and disorders commonly encountered throughout the lifespan. These include infectious, immunological, urologic, renal and reproductive disorders. Each disease or disorder is described in terms of pathophysiology, clinical presentation, diagnosis and treatment. Continued attention will be given to primary and secondary methods of disease prevention. Growth and development, immunization and screening practices, human sexuality, health promotion, health education, patient adherence, cultural diversity, substance abuse, family violence, child abuse and rural health issues are examined. Diseases and disorders will be reviewed from a systems approach in coordination with the pharmacology and physical diagnosis course series. Interpretation of the medical literature is emphasized using the principles of evidence-based medicine. Corequisite: PAS 647. Prerequisite: PAS 644 with a minimum grade of C.

647. CLINICAL SKILLS DEVELOPMENT III. (2) Summer. This is the third of a three-part lab sequence providing a practical approach to diagnostic testing in the primary care setting. It is designed to train students to order, perform and interpret the results of diagnostic and therapeutic procedures most commonly used in primary care, with attention to cost-effectiveness. Generally following the course material in the corresponding clinical medicine course, students will learn the indications for, sequencing of, and interpretation of test results, including radiologic, physiologic and clinical laboratory testing as related to specific disease states

and conditions. Includes continued demonstration and practice of various laboratory methods, injection, biopsy and minor surgery techniques. Corequisite: PAS 646. Prerequisite: PAS 645 with a minimum grade of C.

650. ORIENTATION TO CLINICALS. (0) Fall. Introduction to expectations and practices required during the clinical phase of the PA program. Students receive specific instruction in how to have successful clinical rotations. All students are expected to complete ACLS training. Tutorials for required on-line coursework are presented. Clinical orientation must be completed at the designated time set by the Program.

CLINICAL PRACTICA I – VIII

The clinical practica (rotations) make up the majority of the clinical year, and provide students with hands-on learning in a variety of settings, including hospitals, private practices, and community and rural health clinics. Students are placed on rotations with a clinical preceptor who has been selected based on specific criteria including the clinical area of expertise, characteristics of the practice or clinical site, interest in teaching, and stated willingness to allow students increasing responsibilities and activities as the student progresses through the rotation. A list of procedures, tasks and duties commonly performed by PAs will be provided to preceptors and students. The list is derived from common duties and tasks PAs are expected to perform. Enrollment in these courses is contingent upon completion of didactic curriculum.

651. PRIMARY CARE 1. (6) This rotation will emphasize conditions and disease entities commonly encountered in the rural primary care setting. The primary care rotations have specific objectives in adult medicine, pediatrics, geriatrics, and gynecology/prenatal care.

652. PRIMARY CARE 2. (6) This rotation will continue the primary care experience with emphasis on conditions and disease entities commonly encountered in the rural primary care setting. The primary care rotations have specific objectives in adult medicine, pediatrics, geriatrics, and gynecology/prenatal care.

653. GENERAL SURGERY. (6) The general surgery rotation is to educate the physician assistant student in the diagnosis, treatment and management of both the inpatient and outpatient surgical patient.

654. EMERGENCY MEDICINE. (6) The rotation in emergency medicine provides the physician assistant student exposure to the diagnosis, management and treatment of common emergency, urgent and non-urgent medical problems that are typically presented to the emergency department.

655. GERIATRICS. (6) The geriatrics rotation will give students experience in dealing with the special needs of the older patient in a variety of common settings.

656. MENTAL HEALTH. (6) The purpose of the mental health rotation is to teach the student to evaluate, diagnose and treat common acute and chronic psychiatric problems through direct patient contact.

659. CLINICAL ELECTIVE I. (6) Elective rotations may include traditional clinical sites as well as missions, public health, prison, military bases, etc. The elective rotation may be in a clinical subject area of special interest or may be used for additional work in a required subject area as determined by the Program.

660. CLINICAL ELECTIVE II. (6) Elective rotations may include traditional clinical sites as well as missions, public health, prison, military bases, etc. The elective rotation may be in a clinical subject area of special interest or may be used for additional work in a required subject area as determined by the Program.

661. CLINICAL PRECEPTORSHIP. (6) Fall. The preceptorship, the final clinical experience as a PA student, is designed to provide the student with an opportunity to refine skills in health promotion, disease prevention, diagnosis, management and treatment of patients in a primary care setting. Ideally, it will also provide practical experience in patient care responsibilities at a site of potential employment. Prerequisite: Successful completion of clinical practica.

663. PROFESSIONAL SEMINAR IV. (1) Fall of clinical year. This is a continuation of a five-semester series that spans the didactic and clinical years of the program. This series will examine the professional issues physician assistants commonly face in practice. The course introduces students to issues surrounding cultural awareness and sensitivity pertaining to the diversity and uniqueness of populations to be encountered as health care practitioners using lectures, panel discussions, small group activities and participation in community events. Some of the topics included in this series are PA certification and recertification, critical review of the medical literature, health care costs and reimbursement issues, the evaluation of health care quality, and a focus on the delivery of health care via a team approach. Prerequisite: Successful completion of PAS 607.

664. PROFESSIONAL SEMINAR V. (1) Spring of clinical year. This is a continuation of a five-semester series that spans the didactic and clinical years of the program. This series will examine the professional issues physician assistants commonly face in practice. The course introduces students to issues surrounding cultural awareness and sensitivity pertaining to the diversity and uniqueness of populations to be encountered as health care practitioners using lectures, panel discussions, small group activities and participation in community events.

Some of the topics included in this series are principles and practice of evidence-based medicine, PA professional organizations, licensure, PA certification and recertification, critical review of the medical literature, health care costs and reimbursement issues, the evaluation of health care quality, and a focus on the delivery of health care via a team approach. Prerequisite: Successful completion of PAS 663.

671. TRANSITION TO PRACTICE. (1) Fall. Summation of the discussions from the professional and seminars on professional development topics pertinent to employment and practice as a PA, such as licensing and credentialing, medical coding and billing, health care financing and delivery systems, and career and leadership opportunities. Prerequisite: Successful completion of clinical practica.

675. MASTER'S PROJECT. (0, 0, 0, 2) Fall, Spring, Summer, Fall. In completion of their work toward a Master of Science degree, the master's project is a capstone project designed to motivate senior physician assistant students to develop attitudes that stimulate continuing pursuit of professional excellence, Christ-centered service to others, and lifelong learning. Based on the community-oriented primary care (COPC) concept, this project facilitates integration of Harding University's mission by providing service to a community in need. At the beginning of the senior year, students will identify and develop a partnership with a "community" (a group of people as defined by the student), prioritize health concerns, and design and monitor the impact of an intervention that can make a difference to the health of that community. As the program establishes on-going communities for service, senior students may continue the work of previous classes. Students may work alone or in groups. The program will establish a community service list for those students choosing to participate in established local service opportunities. Students are encouraged to be creative and chose a project with meaning to them and one that will offer support to an identified community need. At the culmination of the project students will write a professional paper describing the project and process and formally present the project during the last semester of the senior year. Credit is granted at the culmination of the project. Prerequisite: Successful completion of didactic phase curriculum.

680. INDEPENDENT STUDY. (1-6) Provides opportunity for special assignments or remediation if required by special circumstances. Prerequisite: approval of program director.

SPEECH-LANGUAGE PATHOLOGY PROGRAM

PROGRAM DESCRIPTION

The Speech-Language Pathology Program is part of the College of Communication and offers a Master of Science in Speech-Language Pathology (M.S.) degree. The curriculum is an intensive five-semester program of coursework comprising 57-59 semester hours, with a focus on the entire scope of practice as delineated by the Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard # 310, Rockville, Maryland 20850 (telephone 800-498-2071 or 301-296-5700). Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Essential functions, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. The essential functions required by the curriculum are in the following areas: *motor*, *sensory*, *communication*, *intellectual/cognitive* (conceptual, integrative, and quantitative abilities for problem solving and diagnosis), *behavioral/emotional*, and the *professional* aspects of the performance of speech-language pathologists.

Upon completion of this program, a student will be eligible to apply for membership in the American Speech-Language-Hearing Association and sit for the national certifying exam (PRAXIS II) administered by the Educational Testing Service.

Administrative offices for this program are located on the Health Sciences Campus of Harding University, located on Park Avenue and directly adjacent to the main campus. Clinical facilities and classes are currently located in the Reynolds Building. For more information call 501-279-4648 or email [mwendett@harding.edu](mailto:mvendett@harding.edu).

The Speech-Language Pathology Student Handbook contains a comprehensive description of all policies and procedures that apply to our students.

FACULTY

DEAN: Mike James, Ph.D.

DEPARTMENT CHAIRMAN:

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*

INSTRUCTORS:

Jennifer M. Fisher, M.S., CCC-SLP*

Melanie M. Lowry, M.S., CCC-SLP*

Sara J. Shock, M.S., CCC-SLP*

* Designates professional licensure by the state of Arkansas

MISSION OF THE SPEECH-LANGUAGE PATHOLOGY PROGRAM

The educational mission of the Speech-Language Pathology 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.

ACCREDITATION

The master's program (M.S.) in speech-language pathology at Harding University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) 2200 Research Boulevard # 310, Rockville, MD 20850, (telephone 800-498-2071 or 301-296-5700). This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

ADMISSION REQUIREMENTS

All applicants must:

1. Possess a bachelor's degree from a regionally accredited institution in the United States prior to matriculation into the program.
2. Meet all general requirements for admission and agree to abide by all policies and procedures for graduate programs at Harding University.
3. Have an academic record of performance at the undergraduate level that is predictive of academic success and professional achievement as a speech-language pathologist. The minimum total undergraduate GPA should be 3.0 on a 4-point scale. Written appeals of this requirement must be made to the program director.
4. Have a combined minimum GRE score of 900.
5. Submit three letters of recommendation.
6. Submit a written statement of professional goals.

PREREQUISITE COURSEWORK

Students entering this graduate program who do not have a Bachelor of Arts degree in Communication Sciences and Disorders must successfully complete the following leveling courses or their equivalents before they can enter into the Master of Science in Speech-Language Pathology Program:

- CSD 215 Normal Speech and Language Development
- CSD 290 Phonetics
- CSD 400 Anatomy and Physiology of Speech and Language
- CSD 402 Audiology

APPLICATION PROCEDURE

The deadline for applications is March 1 of the spring prior to the fall semester in which the student wants to be enrolled. New students may begin this program only in the fall semester of any given school year.

An application form is available at www.harding.edu/csd and must be downloaded and submitted on time with the \$25 application fee. Once your completed application is received it will be reviewed, and you will be notified as to whether you have been accepted.

OTHER PROGRAM REQUIREMENTS

Technical Standards

In addition to the academic requirements for admission, applicants for the Master of Science in Speech-Language Pathology must possess and be able to demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries. The following Essential Functions are consistent with the American Speech-Language and Hearing Association clinical skill performance guidelines. All essential functions are introduced and coached within CSD/SLP coursework and practicum. If you are uncertain about your abilities to meet these technical standards, please consult the CSD Department Chair to discuss your individual situation.

Physical health: The student must:

1. Possess the physical health and stamina needed to carry out the SLP Program.
2. Must be able to continuously sit/stand for several hours.
3. Participate in professional responsibilities/activities for up to four-hour blocks of time with one or two breaks.
4. Move independently to, from, and in the work setting.
5. Provide for one's own personal hygiene.
6. Manipulate screening/diagnostic materials, including completion of screening/evaluation protocols.
7. Effectively implement necessary treatment plan appropriate for client, including fire, choking, etc., and in application of universal precautions.
8. Visually monitor client responses and materials.
9. Make accurate judgments about speech and/or acoustic signals.

Intellectual skills: The student must:

1. Demonstrate the mental capacity to learn and assimilate professional information, including the ability to read and comprehend professional literature and reports.
2. Solve clinical problems through critical analysis.
3. Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.

4. Write discipline-specific papers and clinical reports in English.
5. Speak Standard American English intelligibly, including the ability to model English phonemes.
6. Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings.
7. Maintain attention and concentration for sufficient time to complete clinical activities for up to four-hour blocks of time with one or two breaks.
8. Schedule and prioritize activities, and provide documentation in a timely manner.
9. Comply with administrative, legal, and regulatory policies.

Motor skills: The student must:

1. Have sufficient use of motor skills to carry out all necessary clinical procedures, both those involved in learning the fundamental sciences and those required in the clinical environment.
2. Participate in relevant educational exercises and to extract information from written sources.
3. Provide therapeutic services to patients of all ages and both genders in all clinical situations.
4. Use a computer keyboard to operate clinical and laboratory equipment.
5. Transport themselves to all clinical and academic placements.

Communication: The student must:

1. Have sufficient use of speech, hearing and vision, and the English language to communicate effectively with patients, faculty, staff, peers, and other health care professionals in **both** oral and written form, e.g. therapy plans, progress notes, diagnostic reports, telecommunications.
2. Communicate in a succinct yet comprehensive manner and in settings which time available may be limited.
3. Assess and effectively communicate all relevant information including the significance of non-verbal responses.
4. Assess incoming information to allow for appropriate, well-focused follow-up inquiry.
5. Listen responsively and empathetically to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cul-

tural differences.

6. Express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.

Sensory abilities: The student must:

1. Have the ability to master information presented in course work in the form of lectures, written materials, and projected images.
2. Acquire the information presented through demonstrations and experiences in the clinical training portion of the program.
3. Observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communication and manual signs when performing clinical assessments and treatment activities.
4. Take a case history and perform a visual examination of various oral and cranio-facial structures (i.e. ear, throat, oral cavity, skull, etc.).
5. Perform all required examination and treatment protocols using instruments and tools necessary for accurate, efficient, and timely completion of such activities.

Behavior qualities: The student must:

1. Possess emotional health sufficient to carry out the tasks above, must have good judgment, and must behave in a professional, reliable, mature, and responsible manner.
2. Manage the use of time and be able to systematize actions in order to complete professional and technical tasks with realistic constraints.
3. Adapt, possessing sufficient flexibility to function in new and stressful environments.
4. Evaluate her/his own performance, be forthright about errors, accept constructive criticism, and look for ways to improve academic and clinical performance.
5. Show respect for individuals of different age, ethnic background, religion, and/or sexual orientation.
6. Exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior.
7. Uphold the Code of Ethics of the American-Speech-Language-Hearing Association and the Code of Academic Conduct of Harding University.

Each student must continue to meet **all** of the *Technical Standards* set forth above. A student may be denied permission to continue in the Master of Science in the Speech-Language Pathology Program at Harding University should the student fail at any time to demonstrate **all** of the required *Technical Standards*.

SLP PROFESSIONAL STANDARDS STATEMENT

In addition to Knowledge and Skills Acquisition (KASA) Standards required by ASHA for application for the Certificate of Clinical Competence (CCC), the Department of Communication Sciences and Disorders at Harding University requires graduate students in Speech-Language Pathology to adhere to the SLP Professional Standards Statement. KASA standards and the HU-Speech-Language-Hearing Clinic (HU-SLHC) Professional Standards reflect competencies needed by entry-level professionals and, therefore, demonstration of compliance is necessary throughout the program of study. In addition, compliance is necessary to achieve success in the workplace, to meet the expectations of employers, and to competently practice the profession. Accordingly, the standards require that students comply with the policies and procedures outlined in the Harding University graduate student catalog and the CSD graduate student handbook.

Ethical Standards

The overall objective of the graduate program in Speech-Language Pathology is to prepare professionals to be knowledgeable, clinically skillful, and capable of applying that knowledge and those skills to diverse clinical settings and situations in a cooperative, compassionate, and ethical manner as described in the ASHA Code of Ethics which is outlined in the CSD graduate student handbook.

Health Requirements

Campus Health Care/Immunizations

The Health Services Center provides 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 refer-

als 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 Public Safety. In the event of a serious illness or accident when the clinic is closed, the student should report to the nearest urgent care facility or emergency room for immediate treatment.

While residing in Searcy, students should provide information from their insurance for the appropriate procedure for out of 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.

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.

The contact information for the Health Services Center is HU Box 12271, Searcy, AR 72149-2271, 501-279-4346 (phone), 501-279-4577 (fax).

All students are required to complete a medical certificate form to be turned in with proof of required immunizations prior to enrollment. Incomplete or inaccurate information may result in student registration being delayed or blocked.

Off-campus placement sites may have additional medical requirements (such as the Hepatitis B series). It is the student's responsibility to complete such requirements before beginning practicum.

Computer Requirements

Graduate students are required to have their own laptop computer and printer (or consistent access to a reliable computer and printer) upon entry into the program. The minimum requirements will include word processing and email access, ability to manage

and manipulate graphics from the Internet, standard font packages including IPA, clear/neat printer with black ink and other standard operating hardware and software.

Liability Requirements

Professional liability insurance is required of all students enrolled in off-campus speech-language pathology clinical practicum sites. The insurance policy must cover the duration of the placement, beginning on or before the first day of the placement and extending through the final day of the placement.

Travel Requirements

Clinical practicum experiences throughout the graduate training are offered at off-campus sites. Students must provide their own transportation to practicum sites and classroom activities. It is therefore required that all CSD students have a means of transportation. This includes a valid driver's license and current auto liability insurance if transportation is to be provided through a personal vehicle.

Background Check Requirements

The Department of Communication Sciences and Disorders does not require a background check or drug screening as part of the application process. Admission into the CSD program does not guarantee eligibility for licensure as a speech-language pathologist in any state as state regulations may require a criminal record search to verify suitability for licensure. Licensure is not required to work as a speech-language pathology student clinician because the supervising professional will be licensed and certified and any patients are the patients of the clinical supervisor. Many clinical practicum sites will require a criminal background check and drug screening procedure for participation in the provision of clinical services. As a part of the CSD initial student meeting (CSD Boot Camp), fingerprinting, background checks as well as basic T.B. tests will be conducted. The Chair of the Communication Sciences and Disorders Department will notify students of any such requirements well in advance of the beginning of the clinical practicum experience. Any required drug screening must be performed at the student's expense and the results reported directly to the clinical site and not to Harding University faculty or staff. Determination of student fitness for participation at a clinical site requiring such checks will be at the sole discretion of the clinical site.

Off-Campus Clinical Practicum Requirements

Students are required to complete a total of 400 supervised clinical practicum hours for completion of the graduate degree requirements. Specific requirements are specified in CFCC Standard IV-C as outlined in the CSD graduate student handbook.

The specific requirements for the graduate degree are currently being developed. Contacts have been made to arrange clinical practicum experiences in at least one of several international clinical practicum locations including Namwianga Mission, Kolomo, Zambia.

TRANSFER, INTERNATIONAL AND NON-DEGREE SEEKING APPLICANTS

Transfer students: A transfer student is any person who has ever been enrolled in a CSD graduate program at another college or university. The number of transfer students accepted into the Harding program is extremely limited. An individual who wishes to transfer into the CSD degree program from a Council for Academic Accreditation (CAA) accredited graduate program must comply with the normal application procedures. In addition, the department chair must receive a letter from the department chair at the other school granting approval of the transfer to Harding and stating that the student is in good standing and eligible to continue or return.

Transfer students must satisfy Harding's prerequisite course requirements and meet current admission standards. When the required materials are received, the department chair will evaluate the individual's application to transfer. If qualified by current admission standards, the applicant must meet personally with the department chair. After the interview, the chair will make a recommendation regarding admission to the vice president for academic affairs for final action. The number of transfer students accepted will depend upon space availability. The chair will handle all correspondence.

Due to differences in curricula of various graduate programs, some or all credit may not transfer at the same academic level. Equivalency will be determined on a case-by-case basis. No more than 6 hours of graduate credit may be accepted for degree requirement fulfillment.

International Students: An applicant who is not a citizen of the United States must follow the normal admissions procedure. This includes completing all prerequisite course requirements. If course work has been earned in a foreign country, several steps to proceed are required. In order for the CSD Department to determine whether the courses taken in a foreign country can be transferred for credit, foreign transcripts must be reviewed/evaluated by both the Harding University Registrar's Office and an international academic credential review service. All fees for the international academic credential review are the responsibility of the applicant. Transfer credit must be identified as courses equivalent to those required for advancement. In order to receive a transcript including the evaluation of transfer credit, the international student must be enrolled at an undergraduate American institution. Until this procedure has been accomplished, an application for admission cannot be accepted. Also: Please note the university guidelines for international students.

SCHOLARSHIPS AND FINANCIAL AID

Financial aid is available to most Harding students in the form of scholarships, loans, work-study programs, veterans programs and vocational rehabilitation programs. The Office of Student Financial Services administers these funds wholly or in part. Requests for information and assistance should be directed to Harding University, Box 12282, Searcy, AR 72149-001; telephone 501-279-4257 or 800-477-3243; or email finaid@harding.edu.

The Speech-Language Pathology program offers three Graduate Assistantships to incoming graduate students who qualify. The qualifications for the assistantships require maintenance of a 3.0 GPA as well as a 20-hour workweek commitment within the department. The assistantships are awarded for five semesters to incoming students based on undergraduate academic achievement.

DEGREE REQUIREMENTS

1. Completion of the M.S. degree in Speech-Language Pathology curriculum (totaling a minimum of 57 semester hours) with a 3.0 cumulative grade point average and no grade less than a "C".

2. Completion of 400 clinical hours with 350 completed at the graduate level. Twenty-five hours of clinical observation may be included in the total 400 hours.
3. Satisfactory evaluation on each clinical experience evaluation.
4. Completion of the Knowledge and Skills Acquisition (KASA) form with each competency marked as acquired and certified by the program director.
5. A minimum grade of "C" on the thesis/capstone project.
6. Satisfactory evidence of good interpersonal relations and ethical professional conduct.

CURRICULUM

(listed in semester hours)

This tentative plan is to be used with the assistance of your adviser.

Semester I: Fall (13 hours)

CSD 611	Birth-5	5
CSD 619	Clinical I	3
CSD 637	Writing/Speaking	1
CSD 642	Neurology	3
CSD 648	Counseling	1

Semester II: Spring (13 hours)

CSD 614	Adult	5
CSD 623	Adolescent	5
CSD 629	Clinical II	3

Semester III: Summer I (4-6 hours)

CSD 632	Multicultural	1
CSD 639	Clinical III	3-5

Summer II: (4 hours)

CSD 634	Research Design	3
CSD 635	Communication Modes	1

Semester IV: Fall (12 hours)

CSD 622	School Age	5
CSD 643	Dysphagia	2
CSD 646	Fluency	2
CSD 649	Clinical IV	3

Semester V: Spring (11 hours)

CSD 651	Capstone	3
CSD 655	Literacy	2
CSD 657	Ethics	2
CSD 658	Special Topics	1
CSD 659	Clinical V	3



SPEECH-LANGUAGE PATHOLOGY (CSD)

611. PREVENTING, DIAGNOSING AND TREATING COMMUNICATION DISORDERS WITH THE BIRTH TO 5 POPULATION. (5) Fall. Communication development and disorders (speech, language, and hearing) in infants, toddlers and preschoolers. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.

614. PREVENTING, DIAGNOSING AND TREATING COMMUNICATION DISORDERS WITH THE MIDDLE TO OLDER ADULTHOOD POPULATION. (5) Spring. Communication development and disorders (speech, language and hearing) in middle-aged and older adults. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.

618. PHONETIC TRANSCRIPTION. (1) Fall. Offered on sufficient demand. Detailed transcription of normal and disordered speech using the International Phonetic Alphabet.

619. CLINICAL PRACTICUM I. (3) Fall. The first level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Advanced students may be assigned to outside

practicum sites with the consent of the instructor. Fee: See course fee schedule.

622. PREVENTING, DIAGNOSING AND TREATING COMMUNICATION DISORDERS WITH THE SCHOOL-AGED POPULATION. (5) Fall. Communication development and disorders (speech, language and hearing) in school-aged children and early adolescents. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.

623. PREVENTING, DIAGNOSING AND TREATING COMMUNICATION DISORDERS WITH THE LATE ADOLESCENT TO EARLY ADULTHOOD POPULATION. (5) Spring. Communication development and disorders (speech, language and hearing) in late adolescents and young adults. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.

629. CLINICAL PRACTICUM II. (3) Spring. The second level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Advanced students may be assigned to outside practicum sites with the consent of the instructor. Fee: See course fee schedule.

632. SEMINAR: MULTICULTURAL ASPECTS OF COMMUNICATION SCIENCES AND DISORDERS.

(1) Summer. Examination of the verbal and nonverbal cultural differences within a clinical setting.

634. DESIGNING RESEARCH IN COMMUNICATION SCIENCES AND DISORDERS. (3) Summer.

Experimental and descriptive research designs in speech sciences, including both group and single subject. Development of research proposals from generation of the hypothesis through data analysis and interpretation.

635. ALTERNATIVE MODES OF COMMUNICATION. (1) Summer. An introduction to various communication modalities including oral, manual, augmentative/alternative communication techniques, and assistive technologies.

637. PROFESSIONAL WRITING AND SPEAKING IN COMMUNICATION SCIENCES AND DISORDERS. (1) Fall. A seminar designed to discuss the specific aspects of technical writings and oral presentations in the field of speech-language pathology.

639. CLINICAL PRACTICUM III. (3-5) Summer. The third level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Students may be assigned to outside practicum sites with the consent of the instructor or may choose to participate in international practicum experiences. Fee: See course fee schedule.

642. NEUROLOGY OF SPEECH, LANGUAGE AND HEARING. (3) Fall. Neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.

643. DYSPHAGIA. (2) Fall. Anatomical bases of normal and disordered swallowing in children and adults; evaluation and treatment of swallowing disorders.

646. FLUENCY. (2) Fall. Theories, evaluation procedures and therapeutic techniques in the treatment of various types and degrees of stuttering and cluttering.

648. COUNSELING/INTERVIEWING IN COMMUNICATION SCIENCES AND DISORDERS. (1) Fall.

Seminar designed to demonstrate the principles of working with persons with communication disorders and their families throughout the client's lifespan.

649. CLINICAL PRACTICUM IV. (3) Fall. The fourth level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Students may be assigned to outside practicum sites with the consent of the instructor. Fee: See course fee schedule.

651. INTEGRATIVE CAPSTONE PROJECT IN COMMUNICATION SCIENCES AND DISORDERS.

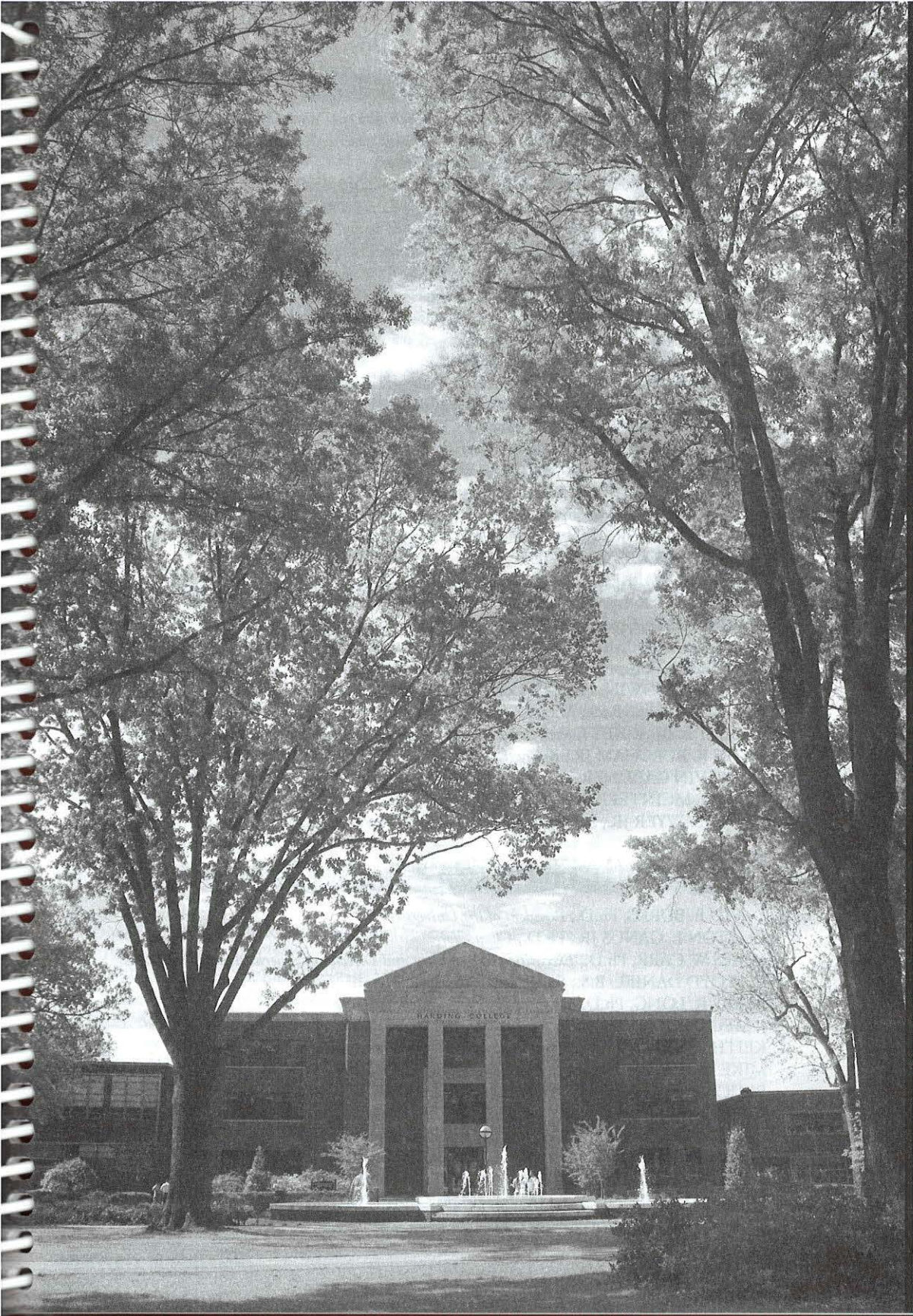
(3) Spring. Seminar designed as a comprehensive integration and analysis of the discipline of Speech-Language Pathology. A formative and summative evaluation of the student's work evidenced by student's development of a portfolio that contains pieces of work that exemplify their progress throughout the academic program and formal presentation of their own research investigations.

655. STRUCTURED LANGUAGE INTERVENTION LANGUAGE-LITERACY ISSUES. (2) Spring. Examination of the inter-relationship of language-reading skills and the best practice models for therapeutic intervention throughout the lifespan.

657. PERSONAL AND PROFESSIONAL ETHICS. (2) Spring. Exploration of the role of biblical values in ethical decision making for the communication sciences and disorders professional. Consideration of these values as well as the professional code of ethics in resolving ethical dilemmas.

658. SEMINAR: SPECIAL TOPICS. (1) Spring. Advanced topics in specialized areas such as central auditory processing, alternative/augmentative communication, motor speech disorders, and specific voice disorders. Specific topic to be announced each semester.

659. CLINICAL PRACTICUM V. (3) Spring. The last level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Students may be assigned to outside practicum sites with the consent of the instructor. Fee: See course fee schedule.



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MONTE COX, Ph.D., *Dean of the College of Bible and Religion*
LEWIS "TONY" FINLEY, Ed.D., *Dean of the College of Education*
JULIE A. HIXSON-WALLACE, Pharm.D., *Dean of the College of Pharmacy*

JEFFREY T. HOPPER, Ph.D., *Dean of the Honors College and International Programs*
 MICHAEL L. JAMES, Ph.D., *Dean of the College of Communication*
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 GLEN METHENY, M.B.A., *Director of Business Professional Studies*
 LEWIS L. MOORE, Ph.D., *Director of College of Bible and Religion Marriage and Family Therapy Program and Mental Health Counseling Program*
 MICHAEL MURPHY, Ph.D., *Director of College of Sciences Physician Assistant Studies Program*
 WILLIAM A. RICHARDSON, D.Min., *Director of College of Bible and Religion Master of Ministry Program*
 MARTY SPEARS, Ph.D., *Assistant Vice President for Academic Affairs, Director of Institutional Research, Outcomes Assessment and Testing*
 REBECCA O. WEAVER, Ph.D., *Director of College of Communication Speech-Language Pathology Program*

Faculty

This list of faculty for the 2009-2010 school year was compiled by the printing deadline of May 1, 2009. 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 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.

JENENE ALEXANDER, Ed.D., N.C.S.P., L.P.C. (East Texas State University)
Associate Professor of Education, Director of Graduate Professional Counseling Clinical and School. 1990, 2000.

THOMAS C. ALEXANDER, Ph.D. (Emory University)
Professor of Bible. 1978, 2000.

USENIME AKPANUDO, Ed.D. (Eastern Michigan University)
Assistant Professor of Education 2007

DANIEL ATCHLEY, Ph.D., MT-ASCP (Medical University of South Carolina)
Associate Professor of Pharmaceutical Sciences. 2007.

BEVERLY AUSTIN, M.A. (Harding University)
Assistant Professor of Art. 1993, 2000.

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.

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 Business, Director of Business Graduate Studies. 1981, 2003, 2006.
- FLEMING BELL, Ph.D. (Florida State University)
Associate Professor of Spanish. 2000, 2008.
- LAUREN BOONE, M.A. (Auburn University)
Instructor of English. 2007.
- CECIL BOOTHE, Ed.S. (Harding University)
Associate Professor of Education and Director of Northwest Arkansas Professional Center. 2005, 2005.
- JERRY BOWLING, Ph.D. (Southern Baptist Theological Seminary)
Associate Professor of Bible and Religion. 1995, 2001.
- RODGER LEE BREWER, Ph.D. (University of Missouri)
Professor of English. 1973, 1991.
- MICHAEL BROOKS, Ed.D. (Tennessee State University)
Professor of Education. 2008.
- PHILIP A. BROWN, Ph.D. (University of Mississippi)
Professor of Accounting, Chair of Accounting Department. 1987, 2000.
- RICH BROWN, Ph.D. (Southern Illinois University)
Associate Professor of Business. 2008.
- JOE BRUMFIELD, Ed.D. (Oklahoma State University)
Professor of Bible. 1992, 2008.
- TARA BRUNER, MSPAS, PA-C (University of Oklahoma)
Assistant Professor, 2008
- BRYAN BURKS, D.B.A., C.P.A. (Middle Tennessee State University)
Associate Professor of Accounting, Dean of the College of Business Administration. 1995, 2007, 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.
- JAMES S. BURY, M.R.E. (Southern Methodist University)
Assistant Professor of Bible. 2001.
- 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.
- CLARA CARROLL, Ed.D. (University of Memphis)
Associate Professor of Education, Chair of Professional Field Experiences, and Director of Advanced Studies in Teaching and Learning. 1997, 2003.
- TERESA CHANCE, M.B.A. (Baker College)
Assistant Professor of Business. 2001.
- STEVE B. CHOATE, M.F.A., Ph.D. (Florida State University)
Associate Professor of Art. 1995, 2003.
- MICHAEL CLAXTON, Ph.D. (University of North Carolina at Chapel Hill)
Assistant Professor of English. 2003.
- GREG CLAYTON, M.F.A. (Eastern Michigan University)
Associate Professor of Art. 2004.
- ROSS COCHRAN, Ph.D. (Boston College)
Professor of Bible. 1986, 2006.
- 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 and Chair of the Department of Foreign Languages and International Studies. 1973, 1990, 2003.
- MONTE COX, Ph.D. (Trinity Evangelical Divinity School)
Associate Professor of Bible and Dean of the College of Bible and Religion. 1992, 2008.
- G. SCOT CRENSHAW, Ph.D. (Southwestern Baptist Theological Seminary)
Associate Professor of Bible and Preaching. 1997, 2001.
- SHAREN CROCKETT, M.S., C.F.C.S. (Ohio State University)
Professor of Family and Consumer Sciences. 1968, 1989.
- MARGUERITE CRONK, Ph.D. (Australian National University)
Associate Professor of Business, Director of Management Information Systems Department. 2000, 2004.
- SHAWN DAGGETT, Th.D. (Harding Graduate School of Religion)
Associate Professor of Bible. 1996, 2007.
- MARK DAVIS, D.B.A. (University of Sarasota)
Associate Professor and Associate Dean of the College of Business Administration, Chair of the Marketing and Business Department. 1999, 2003, 2006.
- DONALD P. DIFFINE, Ph.D. (University of Mississippi)
Professor of Economics, Director of Belden Center for Private Enterprise Education. 1971, 1982, 1976.
- KATHY DILLION, Ph.D. (Arkansas State University)
Assistant Professor of English. 1998, 2006.
- FAYE BREWER DORAN, Ed.D. (Pennsylvania State University)
Professor of Art. 1973, 1984.
- MARIBETH DOWNING, Ph.D. (University of Nebraska)
Professor of Education. 1974, 1989.
- CAROL DOUGLASS, Ed.D. (University of Memphis)
Associate Professor of Education. 2000, 2006.
- DEBORAH G. DUKE, Ed.D. (University of Memphis)
Professor of Mathematics. 1981, 2006.
- KELLY ELANDER, M.A. (University of Michigan)
Assistant Professor of Communication. 2003
- WENDY ELLIS, Ed.D. (University of Memphis)
Assistant Professor of Education, 2005.
- CONNIE ELROD, Ed.D. (University of Memphis)
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, 2006.
- MIKE EMERSON, M.S., C.P.A. (Harding University)
Associate Professor of Accounting. 1986, 2001.
- TERRY ENGEL, Ph.D. (University of Southern Mississippi)
Associate Professor of English. 2001, 2008.
- LEWIS "TONY" FINLEY, Ed.D. (University of Arkansas)
Professor of Education, Director of the Center for Math and Science Education, Dean of the College of Education, Assistant Vice President for Adult and Extended Education. 1984, 1994, 1998, 2007.
- DENISE FISHER, Ph.D. (Iowa State University)
Instructor of Family and Consumer Sciences. 2005.
- JENNIFER FISHER, M.S., CCC-SLP (University of Central Arkansas)
Instructor of Communication Sciences and Disorders. 2008
- CHANEY FLOYD, Ed.D. (University of Arkansas)
Associate Professor of Education. 2002.

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.

ALLEN FRAZIER, Ph.D. (Capella University)
Associate Professor of Business, Chair of Management Department. 2001, 2006.

STEVEN N. FRYE, Ed.D. (University of Arkansas)
Professor of Communication. 1989, 2007.

PATRICK H. GARNER, Ph.D. (University of Oklahoma)
Professor of Communication and Director of Forensics Program. 1972, 1987.

LANA GETTMAN, Pharm.D. (University of Southern California)
Assistant Professor of Pharmacy Practice. 2008.

NOBLE T. GOSS, Ph.D. (University of Oregon)
Associate Professor of Foreign Languages. 1996, 2005.

SUSAN GRACE, M.A.E. (Chapman University)
Instructor of Pharmacy Practice and Director of Pharmacy Student Affairs. 2007.

SUSAN GROGAN, M.A. (University of California)
Assistant Professor of Education. 2008.

KENNETH W. HAMMES, Ph.D. (Texas Tech University)
Professor of English. 1989, 1994.

JUUKUAN HAO, M.D., Ph.D. (Texas Tech University)
Assistant Professor of Pharmaceutical Sciences, 2008.

PAUL D. HAYNIE, Ph.D. (University of Arkansas)
Professor of History. 1990, 1997.

BUDD HEBERT, Ph.D. (Ohio State University)
Professor of Business, Director of International Business Department. 1993, 1998.

ALLEN HENDERSON, M.Ed. (Harding University)
Assistant Professor of Education, Assistant Director of Math and Science Education. 2004, 2006.

ADRIAN HICKMON, Ph.D. (Virginia Polytechnic Institute and State University)
Associate Professor of Marriage and Family Therapy. 1993, 1999.

GARY W. HILL, MPAS, PA-C (University of Nebraska)
Associate Professor, Clinical Director for Physician Assistant Program. 2005.

JULIE A. HIXSON-WALLACE, Pharm.D., BCPS (Mercer University Southern School of Pharmacy)
Professor of Pharmacy Practice and Dean of College of Pharmacy. 2006.

KENNETH L. HOBBY, Ph.D. (Oklahoma State University)
Professor of Psychology. 1989, 1994.

DUTCH HOGGATT, Ph.D. (Ohio University)
Professor of Communication. 1997.

BURT HOLLANDSWORTH, Ph.D. (Ohio State University)
Assistant Professor of Chemistry. 2006.

KAREN HORTON, M.Ed. (Harding University)
Assistant Professor and Director of Thornton Resource Center, 1999.

KATHY HOWARD, Ed.D. (University of Memphis)
Professor of Psychology. 1986, 2004.

TIM HOWARD, B.S. Pharm., P.D. (Southwestern Oklahoma State University)
Instructor of Pharmacy Practice. 2008.

PEGGY HUCKEBA, RN, MSE (University of Arkansas)
Assistant Professor, Academic Director for Physician Assistant Program. 2005.

LARRY HUNT, Ph.D. (University of Georgia)
Associate Professor of English. 2000, 2007.

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)
Distinguished Professor of Communication and Dean of the College of Communication. 1973, 2008, 1993.
- CAROL KELL, M.B.A. (Harding University)
Instructor of Pharmacy Practice and Director of Pharmacy Admissions. 2007.
- JOHN E. KELLER, Ph.D. (University of Nebraska)
Professor of Art and Chair of the Department. 1979, 1996, 1999.
- JULIE KISSACK, Pharm.D., BCPP (University of Nebraska)
Professor of Pharmacy Practice and Chair of Department of Pharmacy Practice. 2008
- KEVIN KLEIN, Ph.D. (Florida State University)
Associate Professor of History and Chair of the Department. 1994, 2001, 2003.
- RANDY LAMBETH, Ed.D. (University of Memphis)
Assistant Professor of Kinesiology. 2000.
- RAYMOND "DONNY" LEE, Ed.D. (University of Memphis)
Professor of Education and Assistant Dean of the College of Education. 1998, 2008, 2006.
- LARRY R. LONG, Ph.D. (Ohio State University)
Distinguished Professor of English and Vice President for Academic Affairs. 1976, 1986, 2004.
- MELANIE M. LOWRY, M.S., CCC-SLP (University of Central Arkansas)
Instructor of Communication Sciences and Disorders, 2008.
- 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.
- 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.
- MELISSA MAX, Pharm.D. (University of Arkansas for Medical Sciences)
Assistant Professor of Pharmacy Administration. 2008.
- REBECCA A. McLAIN, M.S., CCC-SLP (University of Central Arkansas)
Assistant Professor of Communication Sciences and Disorders, 2000
- ROBERT McCREADY, Doctorat d'Etudes Approfondies. (University of Toulouse)
Associate Professor of French. 2000, 2003.
- PENNY McGLAWN, M.Ed. (Harding University)
Assistant Professor of Education, 2005.
- RANDALL M. McLEOD, J.D. (Memphis State University Law School)
Professor of Business, Director of Professional Sales Department. 1988, 2003.
- JEFF MERCER, Pharm.D. (Auburn University)
Assistant Professor of Pharmacy Practice and College of Pharmacy Assistant Dean for Experiential Education. 2007.
- GLENN METHENY, M.B.A. (Harding University)
Assistant Professor of Business and Director of Business Professional Studies. 2008.
- JOHN W. MOON JR., Ph.D. (Michigan State University)
Professor of Biology and Chair of the Department. 1991, 2001.
- JUSTIN MOORE, Ph.D. (Louisiana State University)
Assistant Professor of Marriage and Family Therapy. 2004.
- 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)
Professor of Biology and Associate Chair of the Department. 1993, 1999.

- KENNETH MORAN, M.B.A. (College of William and Mary)
Assistant Professor of Business. 2008.
- JAN MORGAN, Ed.D. (Memphis State University)
Professor of Education, Director of Middle Childhood/Early Adolescence and Special Education, and Chair of Teacher Education. 1988, 2005, 2003.
- MICHAEL MURPHY, M.D. (University of Missouri, Columbia)
Professor and Director of Physician Assistant Studies Program. 2004.
- LAMBERT E. MURRAY, Ph.D. (Florida State University)
Professor of Physics. 1982, 1988.
- JAMES NESBIT, Ph.D., R.Ph. (The University of New Mexico)
Assistant Professor of Pharmacy Administration. 2007.
- EDWARD P. MYERS, Ph.D. (Drew University)
Professor of Bible. 1992.
- KENNETH V. NELDER, Ph.D. (University of St. Andrews)
Professor of Bible. 1992.
- JAMES NESBIT, Ph.D. (University of New Mexico)
Assistant Professor of Pharmacy. 2007.
- GEORGE H. OLIVER, M.S.A. (Central Michigan University)
Professor of Business, Director of Human Resources Department. 1985, 2001.
- MIKE OLIVER, D.B.A. (University of Sarasota)
Associate Professor of Business. 2006.
- DENNIS M. ORGAN, Ph.D. (Texas Tech University)
Professor of English and Dean of the College of Arts and Humanities. 1967, 1979, 2004.
- 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. (University of Memphis)
Professor of Art. 1971, 1989.
- MICHAEL V. PLUMMER, Ph.D. (University of Kansas)
Professor of Biology. 1970, 1985.
- J. PAUL POLLARD, Ph.D. (Baylor University)
Professor of Bible. 1974, 1991.
- 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.
- 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.
- 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 A. RICHARDSON, D.Min. (Abilene Christian University)
Professor of Bible and Religion, Director of Master of Ministry Program, and Director of CAMT. 1995, 2007.
- LISA RITCHIE, Ed.D., R.D., L.D. (University of Arkansas at Little Rock)
Assistant Professor of Family and Consumer Sciences and Director of Didactic Program in Dietetics. 1989, 1999.

- MARVIN H. ROBERTSON, J.D. (University of Arkansas)
Professor of Business. 1979, 1989.
- STACY SCHOEN, M.F.A. (Fort Hays State University)
Assistant Professor of Art. 2002.
- KEITH SCHRAMM, Ph.D. (Western Michigan University)
Associate Professor of Physical Science. 1992, 1993.
- JIM SHELTON, Ph. D. (University of Mississippi)
Associate Professor of Accounting. 2006.
- SARA J. SHOCK, M.S., CCC-SLP (University of Arkansas)
Clinic Director and Instructor of Communication Sciences and Disorders, 2007, 2008.
- CHERYL L. SMITH, M.Ed. (Harding University)
Assistant Professor of Education. 2004, 2008.
- FORREST SMITH, Ph.D. (Texas Tech University)
Professor of Pharmaceutical Sciences and College of Pharmacy Associate Dean for Academic Affairs. 2007.
- JEANIE SMITH, Pharm.D. (Southwestern Oklahoma State University)
Assistant Professor of Pharmacy Practice. 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)
Associate Professor of Mathematics, Assistant Vice President for Academic Affairs, Director of Institutional Research and Outcomes Assessment. 2000, 2002, 2006.
- KEN STAMATIS, M.Ed. (Harding University)
Assistant Professor of Education, Director of the Graduate Reading Program. 1999.
- KEVIN STEWART, Ph.D. (Purdue University)
Assistant Professor of Chemistry. 2003.
- DAN STOCKSTILL, Ph.D. (Union Institute)
Professor of Bible and Assistant Dean of the College of Bible and Religion. 1990, 1999, 2006.
- RAYANNE STORY, Pharm.D. (University of Arkansas for Medical Sciences)
Assistant Professor of Pharmacy Practice. 2009.
- GORDON SUTHERLIN, Ed.D. (University of Memphis)
Professor of Education. 1990, 1995.
- 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.
- PHILLIP E. TOBIN, MPAS, PA-C (University of Nebraska)
Assistant Professor and Assistant Clinical Director for Physician Assistant Program. 2006.
- DANIEL C. TULLOS, Ph.D., CCC-SLP (Pennsylvania State University)
Professor of Communication Sciences and Disorders, 1979, 1993.
- KENNETH R. TURLEY, Ph.D. (University of Texas)
Associate Professor of Kinesiology. 1997, 2001.
- BETTY WATSON, Ed.D. (University of Memphis)
Distinguished Professor of Elementary Education, Director of Early Childhood Education, and Co-Director of Undergraduate Teacher Education. 1968, 1986, 1998.
- REBECCA O. WEAVER, Ph.D., CCC-SLP (University of Memphis)
Professor of Communication and Chair of the Communication Sciences and Disorders Department. 1984, 2001, 2007.
- WILLIAM D. WHITE, M.D. (University of Chicago)
Professor of Physician Assistant Studies and Associate Medical Director. 2007.

- JOHN E. WILLIAMS, Ph.D. (Ohio University)
Professor of English. 1992, 2004.
- KIETH WILLIAMS, Ed.D. (University of Memphis)
Associate Professor and Director of Educational Leadership Program. 2005.
- STEVE WILLIAMS, D.B.A. (Nova-Southeastern University)
Professor of Business. 1997.
- RANDY WILLINGHAM, D.Min. (Abilene Christian University)
Associate Professor of Bible. 2000.
- CATHERINE WILLMORE, Ph.D., R.Ph. (Medical College of Virginia)
Associate Professor of Pharmaceutical Sciences. 2008.
- EDMOND W. WILSON JR., Ph.D. (University of Alabama)
Professor of Chemistry. 1970, 1979.
- ELIZABETH K. WILSON, Ed.D., C.F.C.S. (University of Memphis)
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.
- GENE WRIGHT, Ph.D., LPCC (University of Toledo)
Assistant Professor of Education. 2007.
- KENNETH BILL YATES, D.V.M. (Texas A&M University)
Professor of Pharmaceutical Sciences and Chair of Department of Pharmaceutical Sciences. 2006.
- FLAVIL YEAKLEY, Ph.D. (University of Illinois)
Professor of Bible, Director of Center for Church Growth. 1990, 1993.
- KWAME YEBOAH, Pharm.D. (Mercer University College of Pharmacy and Health Sciences)
Assistant Professor of Pharmaceutical Sciences. 2008.
- CHERI PIERSON YECKE, Ph.D. (University of Virginia)
Associate Professor of Education, Dean of Graduate Studies. 2008.

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Tentative Graduate and Professional Calendar**

Fall Semester 2010

Sixteen-week semester, classes begin	Aug. 23
Thanksgiving Recess*	Nov. 22-26
Graduation Exercises	Dec. 18
Christmas Recess	Dec. 18, 2010, to Jan. 17, 2011

Spring Semester 2011

Sixteen-week semester, classes begin on regular schedule	Jan. 18
Spring Recess*	March 14-18
Application deadline for MFT program.....	April 1
Graduation Exercises	May 14

Intersession 2011

Intersession, classes begin	May 16
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Summer Semester 2011

Extended Session	May 16-July 29
Eight-week Session.....	June 7-July 29
First Session, classes begin	June 6
Second Session, classes begin.....	July 5
Graduation Exercises.....	July 30

*Depending on the term, some graduate classes may meet during this time.

**Subject to change. Official calendar available at www.harding.edu/calendar.

