

1980

## Harding University Graduate Supplement, 1980-1982

Harding University

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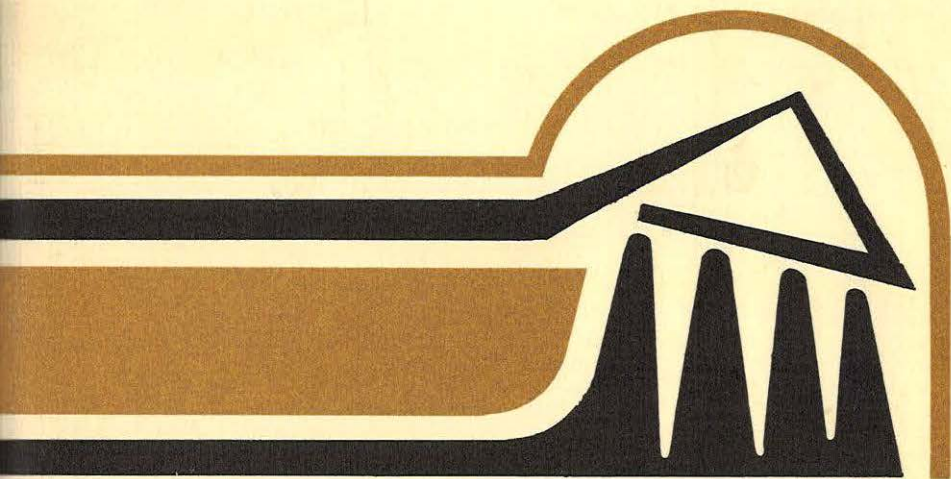
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**Harding University**  
**Graduate Supplement**  
**1980-82**



# University Calendar

## Fall Semester — 1980

Counseling .....	August 25-26
Registration .....	August 25-27
Class Work Begins .....	August 28
Final Date for Application for Degree .....	September 19
Deadline for Application for Comprehensive Examinations .....	October 10
Comprehensive Examinations .....	November 15
National Teacher Examinations .....	November (to be arranged)
Thanksgiving Recess .....	November 27-30
Final Examinations .....	December 13-18
Graduation .....	10 a.m., December 19
Christmas Recess .....	Dec. 18, 1980 to Jan. 5, 1981

## Spring Semester — 1981

Counseling .....	January 5-6
Registration .....	January 5-7
Class Work Begins .....	January 8
Final Date for Application for Degree .....	February 6
National Teacher Examinations .....	February
Deadline for Application for Comprehensive Examinations .....	March 6
Spring Recess .....	March 7-16
Comprehensive Examinations .....	April 4
Final Examinations .....	May 4-9
Graduation Exercises .....	2:30 p.m., May 10

## Summer Term — 1981

Counseling and Registration .....	June 8
Class Work Begins .....	June 9
Deadline for Application for Comprehensive Examinations .....	July 1
Final Examinations, 1st Session .....	July 9-10
Comprehensive Examinations .....	July 11
Class Work Begins, 2nd Session .....	July 13
Final Date for Application for Degree .....	July 15
National Teacher Examinations .....	July 18
Final Examinations, 2nd Session .....	August 13-14
Graduation Exercises .....	10:30 a.m., August 14



## Descriptive Catalog of Harding University Graduate Supplement

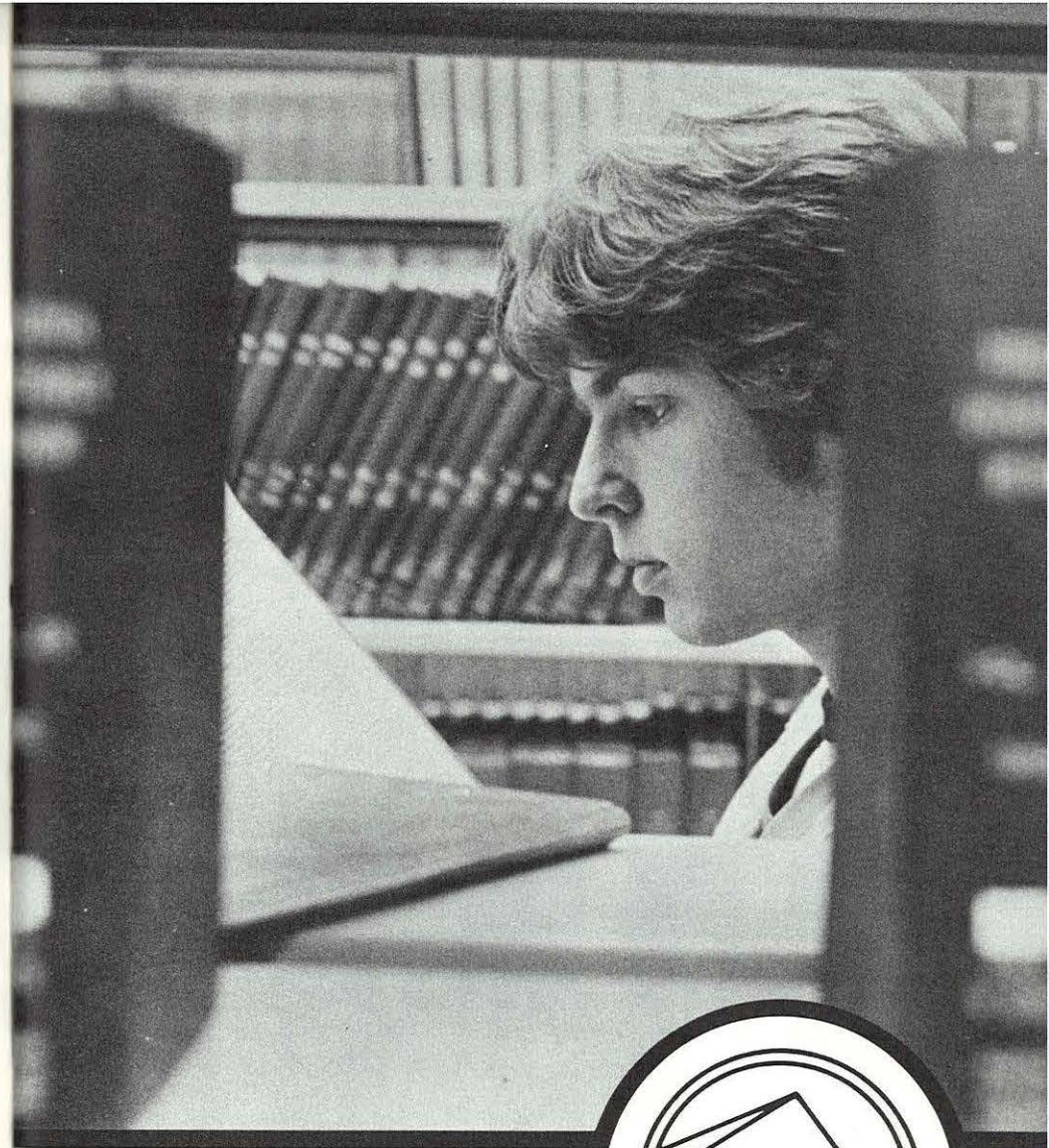
1980-1982

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

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

Purpose . . . History . . . Location . . . Accreditation . . . Campus  
Buildings . . . Placement Office . . . General Regulations

# Harding University is a Christian institution of arts and

sciences. Its purpose is to give students an education of high quality which will lead to an understanding and a philosophy of life consistent with Christian ideals. It aims to develop a solid foundation of intellectual, physical, and spiritual values upon which students may build useful and happy lives.

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

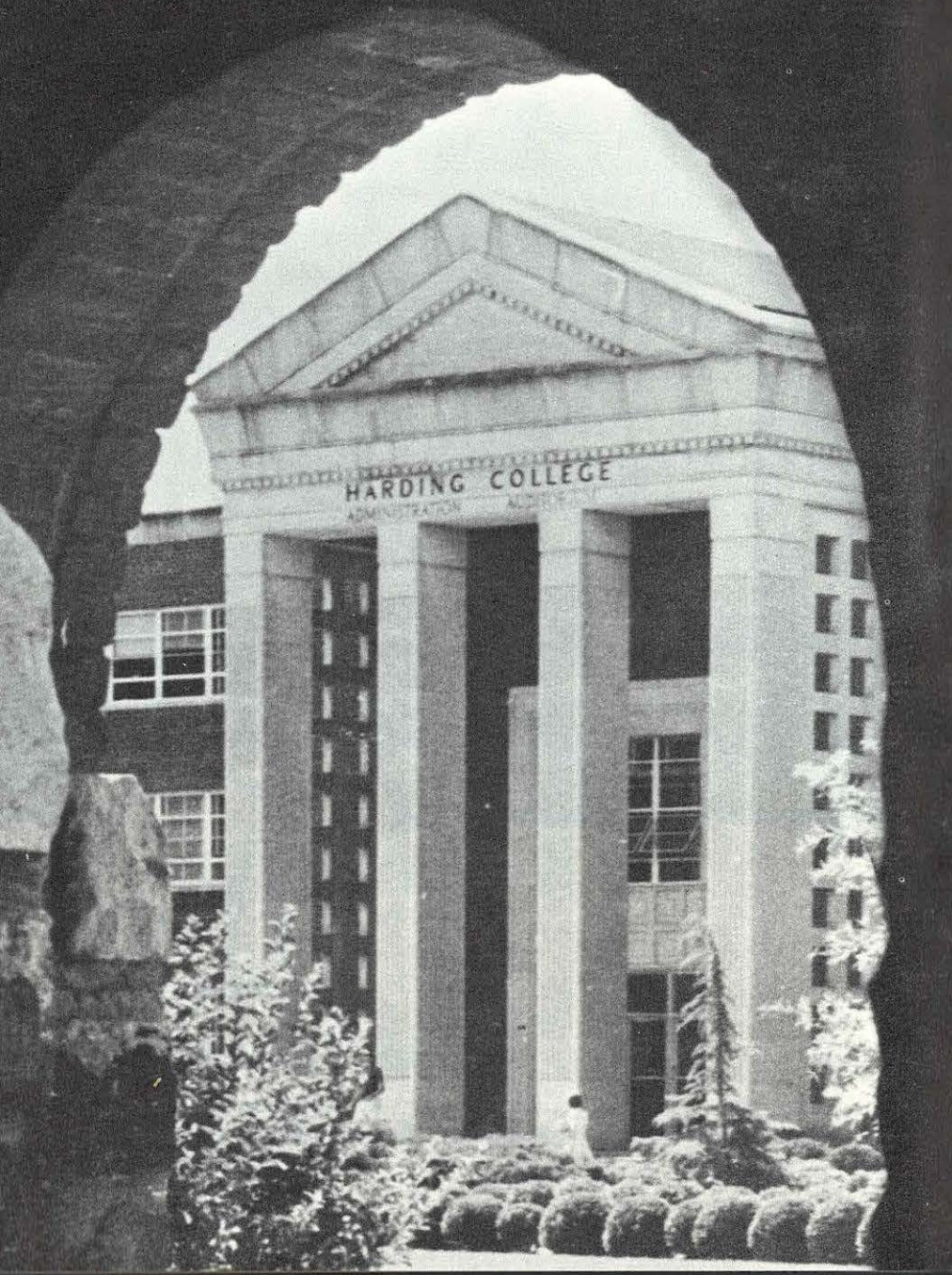
An amalgam of factors make up a college education and lead to the achievement of Harding's purposes. Chiefly, these factors are the assistance of interested instructors and counselors, the academic courses organized to meet the student's needs, and the activities that give opportunity for inspiration,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

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

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

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

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



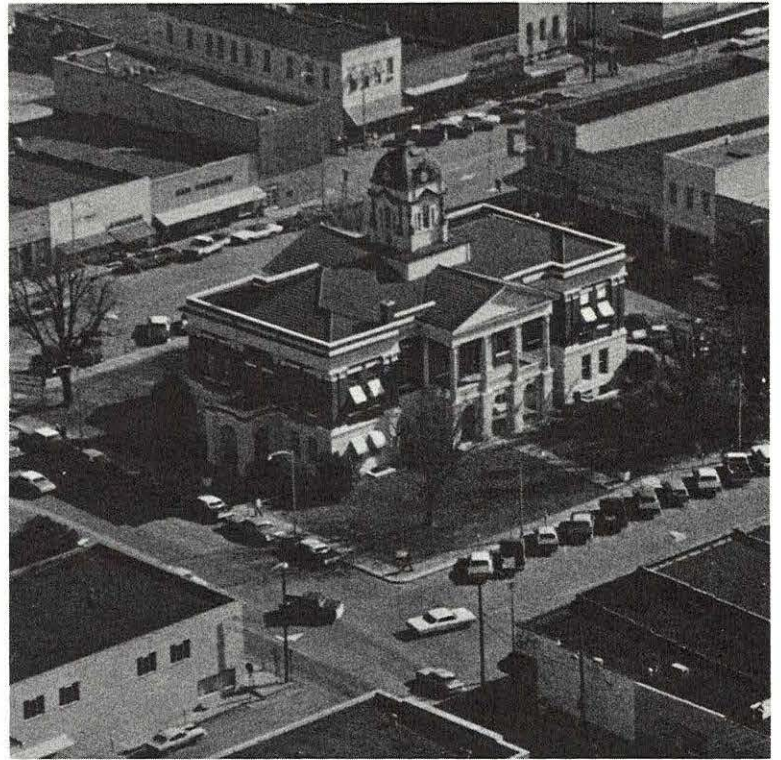
**Harding began** as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their faculties and assets, adopted the new name of Harding College, and located on the campus of Arkansas Christian in Morrilton, Arkansas. Harper had been founded in 1915 in Harper, Kansas, and Arkansas Christian had been chartered in 1919. Harding became a university in 1979.

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

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

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

President Clifton Loyd Ganus, Jr., a 1943 alumnus of the School, was inaugurated in 1965. Under his energetic leadership, Harding has moved to full university status with a student body of more than 3,000. Dr. Ganus instituted a Decade of Development Program which has seen more than 10 new buildings added to the campus along with the renovation of three others. The 3,400 seat Benson Auditorium, the largest such facility in the state, was opened in February, 1980.



**Harding's home community** Searcy, Arkansas is a city of about 13,000 persons and the seat of White County. Founded in 1837, Searcy enjoyed a gradual growth as a center of a chiefly agricultural area until the last 25 years, when the location of several industries in the city brought a favorable balance of economy and a more rapid growth than before. Today's Searcians are a progressive citizenry proud of their community and dedicated to its advancement.

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

The proximity of Little Rock and Memphis gives Searcians access to the advantages of a metropolitan area without sacrificing the

special charms of small-town living. Both faculty and students enjoy the cultural and entertainment offerings of the two cities. Searcy itself has recreational facilities of all types, and Greer's Ferry Lake to the north of the city is famous across the country for its fishing and other water sports.

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

**Accreditation** is the measure of a university's adherence to the professional standards of the nation's academic community. It means that Harding students can be certain that credits earned at Harding will have transfer value to other institutions, just as incoming transfer students may be assured that the university can be expected to honor most of the credits earned at similarly accredited institutions.

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

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

**Campus buildings** are compactly and attractively located on about 200 acres within a few blocks of downtown Searcy. Additional campus property, consisting of farm land, lies southeast of the campus. The 44 buildings with their equipment and educational facilities, valued at more than \$27 million, provide an efficient and well-furnished educational plant.

**The Placement Office** keeps in constant touch with schools, industries, and businesses, and assists Harding graduates, graduating seniors, and graduates of any recognized senior college who have completed, or are completing, six semester hours of acceptable graduate work at Harding in finding suitable positions. All graduates must register with the Placement Office, and graduates may write back to the university at any time for help in securing new jobs. There is a charge of \$2 per set of credentials for every set after the graduate has accepted his first job.

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

Students are responsible for reading and observing all regulations in the *Student Handbook*. The following basic regulations are designed to contribute to the welfare of each student:

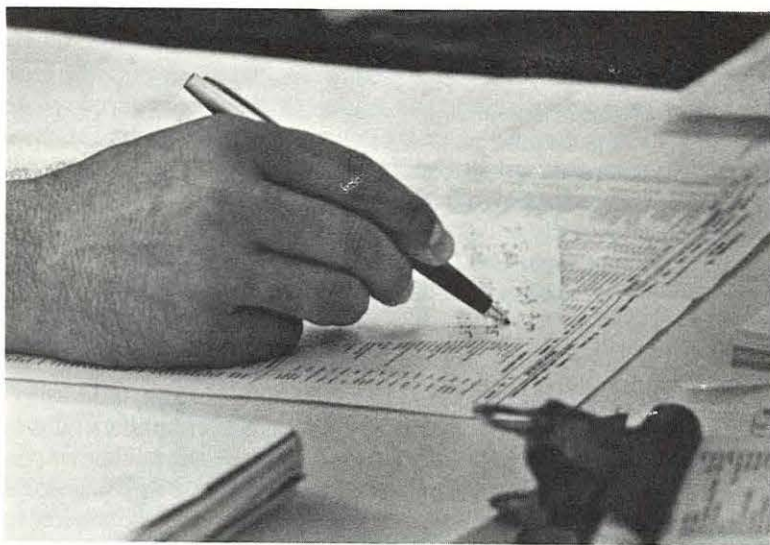
**BIBLE CLASSES:** The university believes that a knowledge of the Bible and an appreciation of its teachings constitute the foundation for building happy and useful lives. Therefore, each student is required to include two hours in Bible in his graduate program.

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

**NON-RESIDENT STUDENTS:** Local students are expected to observe university regulations while on campus and when participating in university activities.

**TOBACCO:** The university considers the use of tobacco in any form to be detrimental to the college process and such behavior may subject the student to separation from the university. This applies to all school activities, either on or off campus.

**MORAL CONDUCT:** Drinking, gambling, dancing, hazing, obscene literature and pictures, and profanity are not consistent with the moral standards of a Christian institution. Students are expected to recognize this fact and govern themselves accordingly.



**TUITION AND FEES: (Effective August, 1980)**

Registration fee per semester .....	\$75.00
Summer School .....	\$20.00 per semester
Tuition per semester hour .....	\$72.50
Late registration fee .....	\$15.00
Graduation fee .....	\$45.00
Thesis Binding (two copies) .....	\$17.00

Note: Students taking fewer than 11 hours . . . \$78.00 per hour, no registration fee.

**NIGHT REGISTRATION:** Students taking only evening classes during the fall or spring semesters need not appear for registration at the regular registration time. Such registration may be made at the **FIRST** night class period in the student's schedule.

**PAYMENTS:** Semester charges are due at the time of registration. If arrangements are needed, payment can be made as follows:

One-fourth down on registration day. Balance by September 20 in fall and February 5 in spring.

One-fourth down on registration day. Balance in 3 monthly payments. Fall - September 20, October 20, November 20. Spring - February 5, March 5, April 5. Deferred payment fee of \$5.00 will be charged for this plan.

Downpayments for full time (11 or more hours) off-campus students will be \$450.00. Downpayments for students in university housing will be \$600.00.

Any arrangements other than the ones stated above must be cleared with the Business Office prior to registration.

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

**SUPERVISING TEACHERS:** Any teacher who has supervised Harding University student teacher(s) may receive 3 hours tuition free for each student teacher. Such courses should be taken the semester following the supervision of the student teacher and the Director of Graduate Studies must be notified of such intent at least one week prior to the regular registration date. Not more than 6 hours will be given free to any one graduate student in this program.

**ROOM AND BOARD:** Rooms in the residence halls range from \$282.00 to \$392.50.

Meals in the university cafeteria in Pattie Cobb Hall are \$443.00 for the semester. Board in the cafeteria in the American Heritage Center will be a minimum of \$478.00 for the semester. A charge will be made for each item taken and the cost may run higher than \$478.00. In the event of any drastic increase in food costs the university reserves the right to change the price of meals without prior notice.

Married students may rent modern, completely furnished apartments on campus for \$90.00 and \$97.50 per month, plus utilities. Housetrailer locations are also available for a monthly rental fee of \$27.50. Utility bills are paid by the occupant of the trailer. The new married student apartments rent for \$135.00 (one bedroom) and \$155.00 (two bedrooms) per month, plus utilities. A reservation fee of \$25.00 is required to reserve a room, an apartment, or trailer space (refundable 30 days prior to occupancy date).

**SCHOLARSHIP AND LOAN FUNDS:** Several part- or full-time scholarships and a few assistantships are available to deserving graduate students. Application letters should be sent to the **DIRECTOR OF GRADUATE STUDIES**. Loan funds are also available to graduate students in need of financial assistance. Inquiries for loan funds should be directed to the **DIRECTOR OF FINANCIAL AID**.

Since this supplement is printed for two years, please check with the Graduate Office for the prices in effect for the semester in which you wish to enroll.

**SCHEDULE OF GRADUATE COURSES:** During the regular academic year a limited number of graduate courses will be offered at night for the benefit of in-service teachers in the area. A full-time student can complete degree requirements in one calendar year. A person writing a thesis would probably wish to spend one extra semester doing the necessary research. The degree may be completed in multiple summer sessions.





## Academic Information

**Graduate Studies** at Harding University's Searcy campus lead to the Master of Education degree. The program is designed to give new and in-service teachers more adequate preparation for their professions. With the growing mass and complexity of information necessary for effective teaching and with the development of better techniques and materials, it has become increasingly more difficult for students to attain in a four-year undergraduate course the competencies needed in the teaching profession. Even experienced teachers frequently require further work to keep abreast of current developments and to enrich their preparation.

The Graduate Program at Harding meets the needs of both new and experienced teachers who recognize the personal and professional benefits to be gained from additional training in academic, cultural, and professional fields. Course work, supervision, and counseling are on the graduate level. Each student's program is designed to meet his individual needs with a view toward:

1. Enriching and deepening his educational background.
2. Broadening and deepening his field or fields of concentration.
3. Creating a fuller understanding of the aims, purposes, operation, and administration of American elementary and secondary schools and their relation to individual and national welfare.
4. Improving instructional skills and abilities through advanced work in professional courses.
5. Fostering an interest in and an understanding of the methods of research, the evaluation of data, the organization of materials, and the importance of decisions based on valid research findings.

The work of the graduate program is concentrated primarily in the field of teacher training. Fundamentally, it is aimed at meeting the needs of the teacher in terms of knowledge and practice, certification requirements, salary-schedule increments, and other advantages normally expected from a year of advanced study and a Master's degree. The program can be undertaken during the regular academic year or during summer sessions.

The Harding Graduate School of Religion is located at 1000 Cherry Road, Memphis, Tennessee 38117.

**Administration** of the graduate program is the responsibility of the Director of Graduate Studies, who is the Chairman of the Graduate Council and is assisted by the Council. The Graduate Council, appointed by the President of the university is composed of the following members; Dr. Wyatt Jones, Chairman, Dr. James F. Carr, Jr., Dr. Bobby L. Coker, Dr. Bill Oldham, Dr. Harry D. Olree, Dr. Joseph E. Pryor, Dr. Jack Wood Sears, and Dr. Edward G. Sewell.



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

An application form for admission to do graduate study may be received by contacting the Director of Graduate Studies. All credentials must be submitted prior to registration of the semester or term which the applicant plans to attend.

Admission to graduate study is granted upon two levels as outlined below.

**Entrance requirements** for *unconditional admission* to graduate study are as follows:

1. A baccalaureate degree from a regionally accredited institution with a cumulative grade point average of 2.50 or more, attested by two official transcripts.\*

OR

an earned Master's degree from a regionally accredited college or university.

(Undergraduate students in the university may register for graduate courses during their final semester's work, provided they lack not more than nine semester hours of credit for graduation,

\*Harding graduates need not submit transcripts.

- make formal application for admission to graduate study, and meet the other regular requirements.)
2. 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 holds a degree from an American College or University.
  3. Satisfactory character of the applicant must be attested by the submission of names and addresses of three persons who will be willing to testify concerning the applicant's character.
  4. One unofficial photocopy of the current teaching certificate held or proof that one is qualified to hold the six-year Arkansas certificate (elementary or secondary) or the highest type of appropriate certificate based upon the Bachelor's degree from another state.\*\*
  5. Graduates from institutions that are not members of a regional accrediting association will be considered for admission upon submission of scores from the aptitude section of the Graduate Record Examination. Any student making a score lower than 350 on the verbal section must make up the deficiency by passing the undergraduate English proficiency course with a minimum grade of "C." This deficiency must be met before admission to graduate study.

**Entrance requirements** for *provisional admission* may be granted to applicants who:

1. Hold a baccalaureate degree from a regionally accredited institution with a grade point average below 2.50 but not less than 2.25, attested to by two official transcripts.

OR

An applicant who has achieved below a 2.25 average but not less than 2.00 may be considered for provisional admission by the Graduate Council, or if he has achieved a 2.75 grade point average for the last 60 hours of undergraduate work.

2. Same as 2, 3, 4, 5 for unconditional admission.

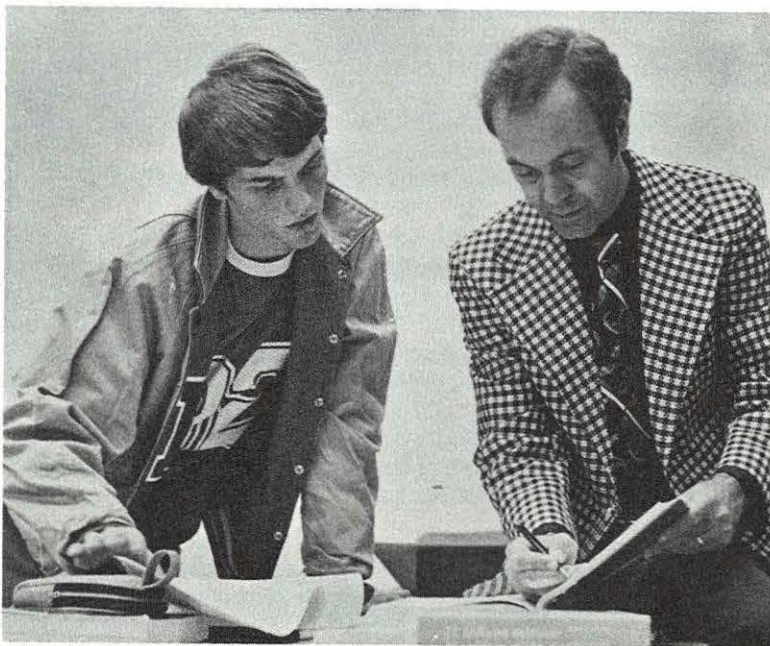
**ENTRANCE BY LETTER:** Any student who is currently enrolled in a graduate program in another regionally accredited institution, who wishes to take not more than six graduate hours at Harding University, and who wishes to transfer such credit to the other institution may register and receive such credit 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 be submitted to Harding University's graduate program. The Director of Graduate Studies is authorized to enroll such a student.

\*\*An applicant who does not meet requirements for the highest type of teaching certificate based on four-year teacher training program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with graduate work, but must be completed before the student is admitted to candidacy for the degree.

**APPLICATION FOR CANDIDACY:** Application for candidacy requires that each student have a foundation of professional preparation completed on the undergraduate level.

The student who has been admitted to graduate study must submit a written application for candidacy during the term or semester in which he will complete 9 or more semester hours in residence. If the student has been admitted provisionally he must complete 12 semester hours before applying for candidacy. At least six of the twelve hours must be in the student's academic area of concentration. Admission to candidacy for the Master's degree is approved by the Graduate Council when the applicant:

1. has been admitted to the graduate program and is not on provisional status,
2. has submitted an acceptable program of graduate work approved by the Graduate Council,
3. has earned a minimum of 9 semester hours of residence credit in the graduate program with at least a 3.00 scholarship level,
4. has on file a transcript from Educational Testing Service showing that the applicant has taken the National Teacher Examinations. (If the student has not previously taken these tests, application may be made at the testing office.)
5. has presented to the Director of Graduate Studies an original or one unofficial photocopy of the current teaching certificate held, or proof that one is qualified to hold the six-year Arkansas certificate (elementary or secondary), or the highest type of appropriate certificate based upon the Bachelor's degree from another state.



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

**CLASS AND CHAPEL 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. Regular chapel attendance contributes to his moral, spiritual, and intellectual growth; however, chapel attendance is not compulsory at the graduate level.

If the university should find that the student does not intend to meet his responsibilities he will be asked to withdraw.

**CLASS CHANGES:** Any student changing a class will be charged a fee of \$3 unless the change is required by the institution. Class changes are not permitted after Monday of the fourth week of any semester except for unusual circumstances and only with the approval of the instructor, counselor, and the Vice President for Academic Affairs.

**CLASS DROPS:** Any student dropping a class will be charged a fee of \$3 unless the change is required by the institution. Any class dropped without the official approval of the university will be marked "F." Courses dropped by Monday of the fourth week will not appear on the official record. Courses dropped after Monday of the fourth week will be marked "WP" or "WF" depending upon whether the student is passing or failing at the time, but classes dropped after the eleventh week because of the possibility of failure may be marked either "WF" or "F" if the instructor thinks that circumstances warrant it. No class may be dropped after the last day of regular class meetings of a given semester or summer session. To drop a class a student must submit a properly-signed official drop card to the Registrar.

**LATE ENROLLMENT:** Students enrolling after the day set for registration are charged a late enrollment fee of \$15, except when enrollment is made at the first night education class. The amount of course work to be carried is reduced according to time of entrance. Enrollment is not permitted after Monday of the fourth week of the fall and spring semesters and after the first week of either summer term except for limited programs. Exceptions to this regulation must be approved by the instructor and the Vice President for Academic Affairs.

**EXAMINATIONS:** A sufficient number of examinations, including a final, are given during a semester to provide a satisfactory basis for grades. Students are expected to take all regularly scheduled examinations. If a student misses an examination because of extraneous circumstances he 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 Director of Graduate Studies.

**REPORTS AND GRADES:** Reports of semester and mid-semester

grades are sent to the student. A report on unsatisfactory work may be sent at any time.

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

- A — Excellent
- B — Satisfactory
- C — Passing
- F — Failure
- WF — Withdrawn while failing
- WP — Withdrawn with approval and passing grade
- 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.)

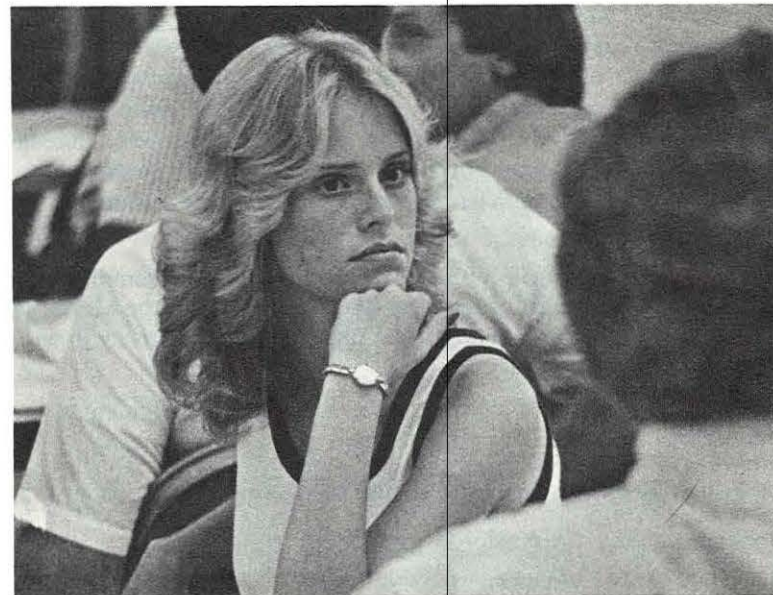
**DEFINITION OF SEMESTER HOUR:** A semester hour of credit requires 15 hours of lecture, recitation, discussion, or equivalent, exclusive of the time devoted to final examinations. On an average, two hours of preparation should accompany each hour spent in lecture, etc. Two or three hours of laboratory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

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

**TRANSFER CREDIT:** Correspondence credit or credit earned by extension will not apply toward the Master's degree. Students may transfer from other graduate schools, subject to the approval of the Graduate Council, a maximum of six semester hours of residence graduate work in which they have a "B" average.

**GRADE POINT AVERAGE:** An average scholarship level of 3.00 is required in all course work counting toward the degree. No grade below "C" is acceptable for graduate credit and only six semester hours of "C" credit may be counted toward the degree. These must be balanced by six semester hours of "A" credit. Courses in which a grade of "C" has been received may be repeated and the second grade only will count. Courses in which a grade of "B" has been received may not be repeated. No course may be repeated more than once. All students must complete their course work within 38 hours. They must acquire the expected grade point average within this limit, including any repeated course.

**TIME LIMIT:** All work for the Master of Education degree should



be completed within a period of five calendar years. A student who has taken work more than five years before graduation and less than eight may be given half credit for such work on the recommendation of the Graduate Council. Course work taken more than eight years before graduation will not be acceptable.

**STUDENT LOAD:** To be considered a full-time student a minimum of 9 hours must be taken. Full-time students may carry a maximum of 15 graduate hours during any semester and are not to exceed 6 hours during either summer term. The Graduate Council only may approve a one-hour deviation from this policy but 16 graduate hours per semester, or 7 hours during a summer term is the absolute maximum.

**COURSE CREDIT:** 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 normally expected of undergraduates. A minimum of 15 semester hours of the 32 required for the degree must be in courses numbered 600 or above. Any student registering for an independent study course must show evidence through previously completed work that he is academically able to do the required work in the independent study.

**PREREQUISITES:** Eligibility to enroll in courses numbered 600 or above in any given field is restricted to those who have completed a minimum of twelve hours of undergraduate credit in the field.

**EXAMINATIONS:** A written comprehensive examination covering the student's major and professional areas is required of all candidates for the Master of Education degree. In special cases an oral may also be required. Comprehensive examinations will be given on dates listed in 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 re-examined or do additional work.

**ABILITY TO COMMUNICATE:** Since the ability to communicate is such an integral part of teaching, each candidate for the Master of Education degree must demonstrate satisfactory competency in written and spoken English.

**THESIS:** Students wishing to do research in partial fulfillment of the requirements for the Masters degree may be granted three to six hours of credit. Special arrangements must be made with the Director of Graduate Studies. An oral defense of the thesis is required.

**COUNSELING AND REGISTRATION:** Each student must contact the Director of Graduate Studies before registration to work out his graduate program. The Director of Graduate Studies must sign *each* trial study form before registration. In addition to the general requirements for admission the student should:

1. Direct all correspondence pertaining to counseling and programs to the Director of Graduate Studies.
2. Have all programs of course work and all subsequent changes in programs approved by the Director of Graduate Studies.
3. Consult frequently with the Director of Graduate Studies concerning the progress of his work. It is the student's responsibility to see that all requirements are met.
4. Be cognizant 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 policy or deviation from it must be approved by the Graduate Council.

The Master of Education degree requires a minimum of 32 semester hours of credit in courses approved for graduate study and a full year of resident work; consisting of two semesters or three summer sessions or the equivalent. A minimum of 26 semester hours of graduate study must be completed on the Harding campus.

**APPLICATION FOR THE DEGREE:** When registering for the last 6 hours of work, or earlier if possible, the student will make application for the Master's degree. An appropriate form obtainable from the Registrar of the University must be submitted during the first week of the last term of work.

## Graduate curricula are available in the following:

- A. Elementary Education.
  1. Elementary Instruction.
  2. Elementary School Administration.

Harding University has received authorization from the North Central Association and the Arkansas State Department of Education to offer an Elementary School Administration curriculum leading to the Arkansas Elementary Principal's Certificate. The program began with the spring semester, 1976. Each calendar year all courses required for the certificate will be offered. Also, the program may be completed in any three consecutive summers.
  3. Reading Certification.
- B. Secondary Education.
  1. Secondary Instruction Divisions.
    - a. English and Humanities.
    - b. Natural Sciences.
    - c. Physical Education.
    - d. Social Sciences.
    - e. Speech.
    - f. Home Economics.
    - g. Biblical Literature and Religion.

Academic fields in which graduate work is offered:

Art  
Bible, Religion and Philosophy  
Biological Science  
Chemistry  
Education  
English Language and Literature  
French  
History  
Home Economics  
Mathematics  
Health, Physical Education and Recreation  
Music  
Physics  
Political Science  
Psychology  
Social Science  
Sociology and Social Services  
Spanish  
Speech

- C. Special Education
- D. Miscellaneous Courses  
Econ. 540, Free Market Economics  
Journ. 510, School Publications  
Journ. 650, Independent Study

**Elementary curriculum** consists of the following 32-hour program.

I. Required Professional Courses

A. Foundation Courses (9 hours)

- ✓ Ed. 632 Curriculum Development (3)
- ✓ Ed. 645 Educational Sociology (3)
- ✓ Ed. 652 Research Methods (3) *B*

B. Other Professional Courses (12 hours)

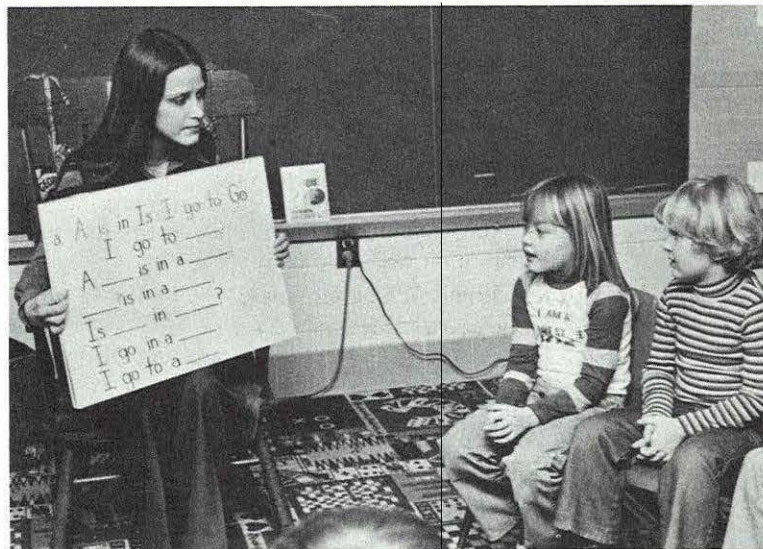
NOTE: Students seeking the elementary principal's certificate must include under Section B the following courses: Ed. 654, 662, and 663.

- Ed. 510 Kindergarten Curriculum (3)
  - Ed. 511 Kindergarten Methods (3)
  - A* Ed. 515 Diagnosis and Correction of Reading Difficulties (3)
  - A* Ed. 520 Educational Media (3)
  - Ed. 532 Independent Study-Media Administration and Research (3)
  - Ed. 533 Independent Study-Production of Media (3)
  - Ed. 534 Independent Study-Media Field Experiences (3)
  - Ed. 535 Independent Study-Graphics for Educational Media (3)
  - Ed. 538 Psychology of Learning (3)
  - Ed. 602 Introduction to Special Education (3)
  - Ed. 605 Mainstreaming the Special Education Child (3)
  - Ed. 621 Math and Science in the Elementary School (3)
  - Ed. 622 Social Studies and Language Arts in the Elementary School (3)
  - Ed. 624 Evaluation in the Elementary School (3)
  - Ed. 627 Improvement of Instruction in Elementary Schools (3)
  - A* Ed. 629 Teaching the Bible in Public Schools (3)
  - A* Ed. 630 Teaching Reading in the Primary Grades (3)
  - Ed. 631 Selected Topics in Elementary Science Methods (3)
  - A* Ed. 633 Clinical Reading (3)
  - Ed. 637 Individualization of Instruction (3)
  - Ed. 639 Comparative Education (3)
  - Ed. 643 Philosophy of Education (3)
  - Ed. 648 Reading Strategies for Secondary Teachers (3)
  - A* Ed. 650 Independent Study (3)
  - Ed. 654 Supervision of Instruction (3)
  - Ed. 658 Thesis and Research (3-6)
  - B* Ed. 662 Public School Administration (3)
  - Ed. 663 Elementary School Administration (3)
- Other Approved Courses

II. Academic Areas (9)

*Bible*  
*Social*  
*Per. course*

- ✓ III. Biblical Literature and Religion (2) *B*
- IV. A minimum of 15 hours must be selected from courses numbered 600 or above.



**Secondary curriculum** consists of the following 32-hour program.

I. Required Professional Courses

A. Foundation Courses (9 hours)

- Ed. 632 Curriculum Development (3)
- Ed. 645 Educational Sociology (3)
- Ed. 652 Research Methods (3)

(P.E. majors take P.E. 603 in place of Ed. 652. They must select an extra elective from section "B" below.)

B. Other Professional Courses (3)

- Ed. 500 Psychological Testing (3)
- Ed. 502 Techniques of Counseling (3)
- Ed. 514 Psychology of the Emotionally Disturbed Child (3)
- Ed. 516 The Middle School (3)
- Ed. 520 Educational Media (3)
- Ed. 538 Psychology of Learning (3)
- Ed. 580 Psychology of Personality (3)
- Ed. 582 Behavioral Disorders (3)
- Ed. 585 Counseling (3)
- Ed. 603 Psychology of the Exceptional Child (3)
- Ed. 605 Mainstreaming the Special Education Child (3)

- Ed. 636 Improvement of Instruction (3)
  - Ed. 637 Individualization of Instruction (3)
  - Ed. 639 Comparative Education (3)
  - Ed. 643 Philosophy of Education (3)
  - Ed. 648 Reading Strategies for Secondary Teachers (3)
  - Ed. 650 Independent Study
  - Ed. 654 Supervision of Instruction (3)
  - Ed. 658 Thesis (3) (May be extended to six hours with three hours coming from the area of academic credit in Section II below.)
  - Ed. 662 Public School Administration (3)
- Other Approved Courses

- II. Fields of Academic Concentration (18 hours from not more than 2 areas).
- III. Biblical Literature and Religion (2 hours).
- IV. A minimum of 15 hours must be selected from courses numbered 600 or above.

**Special Education curriculum** consists of the following 32-hour program:

- I. Required Professional Courses
  - A. Foundation Courses (9 hours)
    - Ed. 632 Curriculum Development (3)
    - Ed. 645 Educational Sociology (3)
    - Ed. 652 Research Methods (3)
  - B. Other Professional and Academic Courses (21 hours)
    - Art 515 Teaching Art to the Exceptional Child (3)
    - Ed. 605 Mainstreaming the Special Education Child (3)
    - Ed. 633 Clinical Reading (3)
    - Ed. 650 Independent Study (1-6)
    - Ed. 654 Supervision of Instruction (3)
    - Ed. 664 Administration of Special Education (3) (to be taught concurrently with Ed. 662)
    - Psy. 500 Psychological Testing (3)
    - Psy. 525 Statistics (3)
    - Psy. 538 Psychology of Learning (3)
    - Psy. 582 Behavioral Disorders (3)
    - P.E. 530 P.E. in the Elementary School (3)
    - Speech 507 Language Disorders (3)
    - Speech 515 Speech in the Elementary School (3)
- II. Biblical Literature and Religion (2)
- III. A minimum of 15 hours must be selected from courses numbered 600 or above.



**Courses of Instruction**

## DEPARTMENT OF ART

### PROFESSOR:

Elizabeth Mason, M.A.

### ASSOCIATE PROFESSORS:

Faye Doran, Ed.D.

Don Robinson, M.A.

*Chairman*

#### 515. ART AND THE EXCEPTIONAL CHILD. (3) Fall.

The role of art in the education of the exceptional student, includes designing and implementing an art curriculum appropriate to special needs. Minimum of one hour per week in actual teaching situations. May be taken two semesters for credit. Prerequisites: Art 211, Education 302.

#### 530. AMERICAN ART HISTORY. (3) Spring. Alternates with 533; offered 1980-81.

#### 531. ANCIENT THROUGH MEDIEVAL ART HISTORY. (3) Fall. Alternates with 532; offered 1980-81.

#### 532. ART HISTORY FROM 15TH TO 19TH CENTURY. Fall. Alternates with 531; offered 1981-82.

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

#### 533. MODERN ART HISTORY. (3) Spring. Alternates with 530; offered 1981-82.

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

#### 575. VISUAL AESTHETICS. (3) Fall. Alternate years; offered 1980-81.

The basics of visual aesthetics through an analysis of elements and orders. Emphasis is given to the Christian ethic as a fundamental to the forming of visual judgment.

#### 658. THESIS. (3) See Education 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.

## DEPARTMENT OF BIBLE, RELIGION AND PHILOSOPHY

### PROFESSORS:

Conard Hays, B.D.

*Assistant to the Chairman*

Allan Isom, Ed.D.

Jerry Jones, Th.D.

*Chairman*

Neale T. Pryor, Th.D.

### ASSOCIATE PROFESSORS:

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

Robert Helsten, M.A.

Don Shackelford, Th.D.

### ASSISTANT PROFESSORS:

Tom Eddins, M.Th.

Avon Malone, M.A.

Ed Sanders, M.A.

The field of academic concentration in Bible is permitted with 18 hours in addition to the two hours from the Textual field required of all candidates for the M.Ed. The additional 18 hours should be distributed in the following manner: 9 hours from the Textual division including 502 and 510; 6 hours from the Historical-Doctrinal

Division with 3 hours from 543. The remaining 3 hours may be taken from either the Textual division or the Historical-Doctrinal division.

### PREACHING DIVISION

#### 520. EXPOSITION OF JOHN. (2) Fall.

The course is designed to aid the student preacher develop self-study skills in the preparation of expository and textual sermons. Prerequisites: Greek 101-102 or consent of department chairman.

#### 521. EXPOSITION OF ROMANS. (2) Spring.

The course is designed to aid the student preacher develop self-study skills in preparation of expository and textual sermons. Prerequisites: Greek 101-102 or consent of department chairman.

#### 525. ADVANCED PREACHING. (2) Fall, Spring.

Designed to strengthen preaching techniques. Various types of sermons will be presented by the students. Additional study of contemporary preaching and audience response will be studied. Persuasive preaching is stressed. Prerequisites: 220 and 320.

### TEXTUAL DIVISION

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

A study of the historical background of the Old Testament; canon and text; the history of interpretation; introduction to the major divisions and the individual books of the Old Testament. Designed for Bible majors; others may enroll.

#### 503. JEWISH HISTORY: PENTATEUCH. (2 or 3) Fall.

History of the Jewish people from the beginning to the founding of the nation and their contribution to later civilizations.

#### 505. EIGHTH CENTURY PROPHETS. (2 or 3) Fall.

A study of the writings of Amos, Hosea, Joel, Jonah, Micah, and Isaiah, with their social, religious, and historical settings and the importance of their message to that period and to present times. Not open to students who have credit in 306.

#### 507. EXILIC AND POST-EXILIC PROPHETS. (2 or 3) Spring.

A study of the writings of Ezekiel, Jeremiah, Obadiah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi; with their social, religious, and historical settings and the importance of their message to that period and to present times. Not open to students who have credit in 307.

#### 508. HEBREW POETRY AND WISDOM LITERATURE. (2 or 3) Spring.

The Psalms, Proverbs, Song of Songs, Lamentations, Ecclesiastes and Job in the light of their historical backgrounds, especially the poetic and wisdom literature of the ancient Near East; their message for their day and for today.

#### 510. INTRODUCTION TO NEW TESTAMENT. (3) Spring.

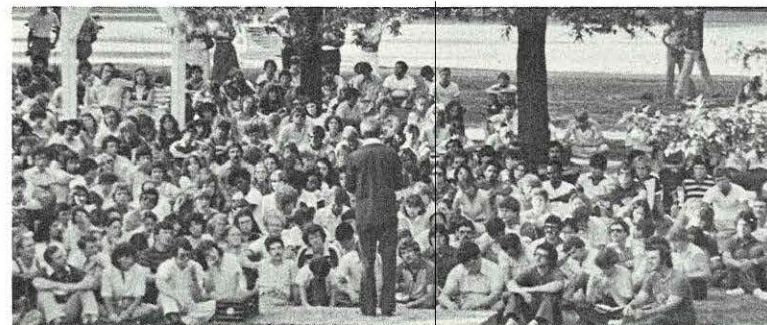
A study of the historical and cultural background of the New Testament; text and canon; introduction to the books of the New Testament. Designed for Bible majors; others may enroll.

#### 511. I and II CORINTHIANS. (2 or 3) Spring.

Historical backgrounds, introduction; the founding and expansion of the early church, problems and their solutions in the Corinthian church; study of the text of First and Second Corinthians.

#### 512. ROMANS. (2 or 3) Fall, Spring.

Introduction to the book and exegesis of the text.





**514. SELECTED LETTERS TO CHURCHES.** (2 or 3) Fall, Spring.

First and Second Thessalonians, Galatians, I and II Timothy, Titus, historical setting; introduction to each book with its individual features; common relations in setting, thought and life; content, exposition of selected passages.

**515. PRISON EPISTLES.** (2 or 3) Spring.

Philippians, Ephesians, Colossians, Philemon; historical setting and introduction to each book with its individual features; common relations in setting, thought, and life; content; exposition of selected passages. Not open to students who have credit in 314.

**516. GENERAL EPISTLES.** (2 or 3) Spring.

Epistles of James, Peter, John and Jude; historical setting and introduction to each book with its individual features; common relations in setting, thought and life; content; exposition of selected passages.

**518. HEBREWS.** (2 or 3) Spring.

Introduction to the book and exegesis of the text.

**519. DANIEL AND REVELATION.** (2 or 3) Spring.

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

**650. INDEPENDENT STUDY.** (1-3) Offered on demand.

**HISTORICAL-DOCTRINAL DIVISION**

**544. BIBLICAL WORLD AND ARCHAEOLOGY.** (2 or 3) Spring. Alternate years; offered 1981-82.

A historical and religious survey of world conditions in Biblical times with special attention to the social and religious conditions in Palestine.

**546. SYSTEMATIC CHRISTIAN DOCTRINE.** (2 or 3) Spring.

A textual approach to the Bible doctrine of revelation, God, Christ, the Holy Spirit, man, the church and eschatology.

**547. HISTORY OF THE ENGLISH BIBLE.** (2 or 3) Fall.

A study of the literary production and transmission of the Bible with special attention to manuscripts, texts, and translations. A historical account of how the Bible has come to the English-speaking world.

**548. EVIDENCE OF CHRISTIANITY.** (2 or 3) Fall.

A study of the evidences of Christianity with special emphasis on the credentials of Christ as constituting the heart of Christian evidence.

**549. HISTORY OF CHRISTIAN THOUGHT.** (2 or 3) Spring.

The development of Christian thought from the sub-apostolic age to the present. Special attention will be given to outstanding leaders and major doctrines.

**658. THESIS.** (3) See Education 658.

**DEPARTMENT OF BIOLOGICAL SCIENCE**

**PROFESSORS:**

Jack Wood Sears, Ph.D.

*Chairman*

Ward Bryce Roberson, Ph.D.

George Woodruff, Ed.D.

**ASSOCIATE PROFESSOR:**

William F. Rushton, M.A.

**ASSISTANT PROFESSORS:**

Ronald H. Doran, M.S.

Michael V. Plummer, Ph.D.

**508. SCIENCE FOR ELEMENTARY SCHOOL TEACHERS.** (3) Fall, Spring, Summer.

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

**510. BIOLOGICAL TECHNIQUES.** (2) Fall, Spring.

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

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

Facts and principles of heredity as applied to living organisms. Molecular genetics, microbial genetics, inheritance, variation and selection will be emphasized. Three lecture-demonstrations per week. Prerequisite: 111.

**516. HERPETOLOGY.** (3) Fall. Offered on sufficient demand.

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

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

An intensive study in physiology primarily at the cellular level with topics being selected from the following areas; the functional organization of the cell, the cellular environment; cellular membranes, transport, irritability, and contractility; and cellular energy and matter conversion. Three lectures. Must be taken concurrently with 521 unless credit has been or is being earned in Chemistry 326. Prerequisites: 111 and Chemistry 301.

**521. CELLULAR PHYSIOLOGY LABORATORY.** (1) Spring.

A laboratory course designed to study physiology and biochemistry at the cellular level. Must be taken concurrently with 520 unless credit has been or is being earned in Chemistry 326. Same as Chemistry 326.

**543. GENERAL ECOLOGY.** (4) Fall.

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

**545. FIELD STUDIES.** (1-6) Summer. Offered on sufficient demand.

An extended field trip designed to acquaint the biology major or minor with various natural ecosystems. Prerequisites: 152, 252, Junior standing and consent of the instructor. Biology 543 is strongly recommended. (Trip expenses, transportation, food, camping and park fees, etc. will be prorated among the participants. Camping out and student preparation of meals should keep these expenses at a minimum.) Grades: Prior to the trip each student will be responsible for preparing a biogeographical report on one of the areas to be visited — these will be presented when appropriate during the trip. In addition each student is to prepare a trip journal, a copy of which is to be submitted to the instructor for grading. It is possible for a student to take this course several times with different emphasis (Field Studies: Biogeography; Field Studies: Ecology; Field Studies: Population Studies; Field Studies: Animal Behavior) but for no more than 6 hours. One week of field work for each hour of credit.

**547. NATURAL HISTORY OF THE VERTEBRATES.** (4) Fall.

A study of fish, amphibians, reptiles, birds, and mammals which emphasizes the systematics, distribution, adaptations, ecology, and behavior of recent forms. Laboratory work involves identification, observation and collection techniques, and problem-solving activities. Three hours of lecture and three hours of laboratory or field work per week. Prerequisite: 151. Laboratory fee: \$5.

**549. WORKSHOP IN ENVIRONMENTAL STUDIES.** (3) Summer.

Workshop for elementary teachers and for secondary teachers of science and social studies designed to stimulate an awareness of the environmental interdependency of man and his ecological community and to evaluate these concepts in light of the present energy crisis. Laboratory fee \$10.00.

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

A study of the history and basic principles of plant taxonomy. Laboratory work will stress the structural characteristics of vascular plant families and the use of field manuals in identifying components of the local flora. Three lectures and three hours laboratory or field work per week. Prerequisite: 252. Laboratory fee: \$5.

**610. BIOLOGY FOR SECONDARY SCHOOL TEACHERS.** (3) Offered on sufficient demand.

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

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

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

**658. THESIS.** (3) See Education 658.

**670. INDEPENDENT STUDY.** (1-3) Offered on demand.

An independent study or tutorial course for teachers in biology to fill any deficiencies in their background. Prerequisite: Written consent of the departmental chairman.

## SCHOOL OF EDUCATION

### PROFESSORS:

Jerome M. Barnes, Ed.D.

Bobby L. Coker, Ed.D.

*Dean*

Wyatt Jones, Ed.D.

*Director of Graduate Studies*

Edward G. Sewell, Ph.D.

### ASSOCIATE PROFESSORS:

Mary Ann Harris, Ed.D.

Betty A. Watson, M.A.

Murrey W. Wilson, M.A.

### ASSISTANT PROFESSORS:

Lois Brown, M.A.

**503. PSYCHOLOGY OF THE EXCEPTIONAL CHILD.** (3) Fall, Spring.

Introduction to Special Education — Emphasis on definition, diagnosis, laws and philosophy of teaching children with consideration given to the intra and inter differences in patterns of learning. Prerequisite: Admission to the Teacher Education Program.

**504. SURVEY OF TEACHING READING.** (3) Fall, Spring.

A course designed to provide teachers with an understanding of the foundations, research, methods, and materials for reading instruction at the elementary level. Prerequisites: Formal admission to the teacher education program and at least junior standing.

**505. METHODS OF TEACHING THE MENTALLY RETARDED.** (3) Fall.

Instruction in modern methods of teaching the mentally retarded, includes discussion of the necessary curriculum, underlying philosophy, and general goals of teaching the mentally retarded. Prerequisite: Admission to the Teacher Education Program.

**506. NATURE AND NEEDS OF THE MENTALLY RETARDED.** (3) Spring.

Study of the nature and needs of the mentally retarded with emphasis on physical, motor, mental, language, emotional and social development and discussion of the necessary curriculum to meet their special needs. Prerequisite: Admission to the Teacher Education Program.

**507. PRINCIPLES OF BEHAVIORAL MANAGEMENT.** (3) Fall.

A study of behavioral management principles with special emphasis on behavior modification and with attention given to the planning of individualized educational programs for each child.

**508. NATURE AND NEEDS OF THE MILDLY HANDICAPPED.** (3) Fall.

Problems encountered by the child who is mildly handicapped and a study of his specific needs in terms of educational, social, and psychological development. Prerequisite: Admission to the Teacher Education Program.

**509. METHODS OF TEACHING MILDLY HANDICAPPED.** (3) Spring.

Disorders of auditory and written language, reading, arithmetic; and non-verbal disorders of learning with emphasis placed on the educational psychological needs of the mildly handicapped student. Prerequisite: Admission to the Teacher Education Program.

**510. KINDERGARTEN CURRICULUM.** (3) Fall, Summer.

Objectives, content and materials, curricula, methods of teaching in the kindergarten. Requires at least 6 hours of laboratory work. Prerequisite: Admission to the Teacher Education Program.

**511. KINDERGARTEN METHODS AND MATERIALS.** (3) Spring.

Objectives, materials and methods of teaching in the kindergarten. Minimum of 6 hours of laboratory work. Prerequisite: Admission to the Teacher Education Program.

**514. PSYCHOLOGY OF THE EMOTIONALLY DISTURBED CHILD.** (3) Spring.

Acquaints students with a variety of diagnostic and theoretical approaches to children who are emotionally disturbed and behaviorally disordered. The course is organized so that all the major theoretical approaches are reviewed, compared and contrasted. This course is designed to give the necessary practical tools for implementation of a program for children in conflict. Prerequisite: Admission to the Teacher Education Program.

**515. DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES.** (3) Fall, Spring, Summer.

Study of causes of reading difficulties, diagnosis of reading problems, and appropriate remedial measures. Prerequisites: Admission to Teacher Education Program, and Education 404/504.

**516. THE MIDDLE SCHOOL.** (3) Spring.

A practical and contemporary study of methods and materials of teaching in the Middle School along with a study of the organization and the development of the Middle School curriculum. An exploration of future trends in subject-field content at the Middle School level will be explored through discussion, problem solving, and projects.

**520. EDUCATIONAL MEDIA.** (3) Fall, Spring, Summer.

The development of techniques in the use of multi-media in instruction; the production of transparencies, a study of recent developments in educational media; a study of research in the use of programmed instruction; and a review of basic audio-visual materials and machines. Fee: \$10.00.

**605. MAINSTREAMING THE SPECIAL EDUCATION CHILD.** (3) Summer.

Methods and procedures for teaching the special ed child in the regular classroom.

**621. MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL.** (3) Fall.

Objectives, content and materials, curricula, organization, methods of teaching, and current problems in the field of teaching mathematics and science. One-half semester will be devoted to each area.



**622. SOCIAL STUDIES AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.** (3) Spring. (Summer if sufficient demand.)

Objectives, content and materials, curricula, organization, methods of teaching, and current problems in the field of teaching elementary social studies and language arts. One-half semester will be devoted to each area.

**624. EVALUATION IN THE ELEMENTARY SCHOOL.** (3) Summer.

The objectives of evaluation. Types of evaluation instruments. Selection, interpretation and use of evaluation instruments used in the elementary school. (Offered on sufficient demand.)

**627. METHODS OF INSTRUCTION IN ELEMENTARY SCHOOLS.** (3) Summer.

The problems and difficulties confronting the elementary school teacher. Current research and readings in educational literature are investigated as a basis for the improvement of instruction in classroom situations. (Offered on sufficient demand.)

629. **TEACHING THE BIBLE IN THE PUBLIC SCHOOLS.** Summer. Offered on sufficient demand.

A study of the legal questions, methods of incorporating Bible study in the curriculum of the public schools, problems, methods of teaching, and other aspects of encouraging the teaching of the Bible in the public schools. Some information on other ways Christians may have an influence for Christ while teaching in the public schools.

630. **TEACHING READING IN THE PRIMARY GRADES.** (3) Summer: offered on sufficient demand.

Study of techniques and research appropriate to teaching reading in lower grades of elementary school; emphasis on inter-relationship of language arts; readiness; individual differences; word recognition skills; oral reading; evaluation of reading materials and reading progress; new trends in teaching reading.

631. **SELECTED TOPICS IN ELEMENTARY SCIENCE METHODS.** (3) Summer: offered on sufficient demand.

Emphasizes the experimental approach to science teaching in the elementary grades.

632. **DEVELOPMENT AND ADMINISTRATION OF THE CURRICULUM.** (3) Spring and Summer.

Curriculum construction and organization, oriented in terms of actual difficulties faced in curriculum revision. Affords special study of curriculum problems confronting the students in the course. Appraises curriculum demands of modern society as they pertain to principles, issues and concepts. Considers desirable form and content of the school program and techniques of enrichment.

633. **CLINICAL READING.** (3) Summer. Offered on demand.

Laboratory practice in reading improvement.

636. **IMPROVEMENT OF INSTRUCTION IN THE SECONDARY SCHOOL.** (3) Summer. Offered on sufficient demand.

Designed to give practical assistance to the high school teacher; a critical study of current practices and trends in high school teaching.

637. **INDIVIDUALIZATION OF INSTRUCTION.** (3) Summer. Offered on sufficient demand.

A critical evaluation of the procedures utilized in caring for individual differences in the regular classroom.

639. **COMPARATIVE EDUCATION.** (3) Summer; offered on sufficient demand.

A comparative study of the national systems of education of the United States and such countries as England, France, and Germany, with emphasis upon the historical factors influencing the development of such systems, current problems and trends, and upon international cooperative programs. (Taught in Europe.)

643. **PHILOSOPHY OF EDUCATION.** (3) Summer; offered on sufficient demand.

Nature, 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.

645. **EDUCATIONAL SOCIOLOGY.** (3) Spring; alternate summers; offered 1979.

The study of educational theories, principles and practices in the light of current sociological concepts, with special reference to educational problems arising from our rapidly changing social, economic and political conditions. Educational needs and adaptation of training institutions in terms of educational change; ways in which selective culture factors and trends affect the process of organization of education.

648. **READING STRATEGIES FOR SECONDARY TEACHERS.** (3) Summer.

Methods and techniques of teaching reading with an emphasis on the junior high level student. Speed-reading and a reading bibliography for the age level will normally be included in the course.

650. **INDEPENDENT STUDY IN EDUCATION.** (1-6) Offered on demand.

The course will be an individual study of selected topic(s) in education. Prerequisite: Educ. 652 or P.E. 603, candidacy, and consent of the Director of Graduate Studies.

652. **RESEARCH METHODS.** (3) Fall; alternate summers; offered 1980.

Essential techniques involved in research work, selecting and defining problems, treatment and interpretation of data and research reporting. Types of research, criteria for selecting and planning a problem, preparing bibliographies, securing data for various types of research, the organization, preparation and interpretation of materials.

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.

658. **THESIS AND RESEARCH.** (3-6) Offered on demand.

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

662. **PUBLIC SCHOOL ADMINISTRATION.** (3) Summer, Fall <sup>1980</sup> Redwell

A foundation course in the general administrative problems of the public school.

663. **ELEMENTARY SCHOOL ADMINISTRATION.** (3) Fall, Summer.

Examination and study of problems of organization and administration of the elementary school in relation to current theories and practices particularly as they relate to classroom teaching.

664. **ADMINISTRATION OF SPECIAL EDUCATION.** (3) To be taught concurrently with Educ. 662.

A foundation course dealing with general administrative problems of special education. If a student already has credit in 662, enrollment in 664 requires the approval of the Director of Graduate Studies and the Dean of the School of Education.

## DEPARTMENT OF ENGLISH, LANGUAGE AND LITERATURE

### ASSOCIATE PROFESSORS:

Josephine Cleveland, D.A.

Gary D. Elliott, Ph.D.

*Chairman of the Department*

Duane McCampbell, Ph.D.

Dennis M. Organ, Ph.D.

Charles Pittman, M.A.

Edward White, M.A.

### ASSISTANT PROFESSOR:

Larry R. Long, Ph.D.

500. **RESTORATION AND NEO-CLASSIC LITERATURE.** (3) Spring. Alternates with 380/580. Offered 1981-82.

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

502. **BRITISH ROMANTIC POETRY.** (3) Fall. Alternates with 404/504. Offered 1981-82.

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

504. **VICTORIAN POETRY.** (3) Fall. Alternates with 402/502. Offered 1981-82.

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

508. **AMERICAN SHORT STORY.** (3) Fall. Alternates with 560. Offered 1981-82.

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

511. **AMERICAN NOVEL.** (3) Spring. Alternates with 518. Offered 1980-81.

This course examines the development of the American novel from its early instances to the present time. This course may vary from year to year and may be repeated with consent of the department chairman.

515. **LITERATURE FOR TEACHERS.** (3) Offered on sufficient demand.

This course is designed primarily for teachers in secondary schools. The course will include units on "The Bible as Literature," mythology, and minority literature.

**518. BRITISH NOVEL.** (3) Spring. Alternates with 511. Offered 1981-82.

This course examines the development of the British novel from its early instances to the present time. This course may vary from year to year and may be repeated with consent of the department chairman.

**560. AMERICAN POETRY.** (3) Fall. Alternates with 408/508. Offered 1980-81.

Gives the interested student an opportunity to study, in detail, American poetry. Poets studied may vary from year to year, and the course may be repeated with the consent of the department chairman.

**570. OLD AND MIDDLE ENGLISH LITERATURE.** (3) Fall. Alternates with 323. Offered 1980-81.

With emphasis on Chaucer, this course is designed to give the interested student the opportunity to study this period of British literature in depth.

**571. SHAKESPEARE.** (3) Spring. Alternates with 403. Offered 1980-81.

Shakespeare's development as a dramatic artist and as an interpreter of humanity is outlined in this course. It gives attention to the resourcefulness of his language and to the penetration of his thought.

**580. RENAISSANCE AND SEVENTEENTH CENTURY BRITISH LITERATURE.** (3) Spring. Alternates with 400/500. Offered 1980-81.

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

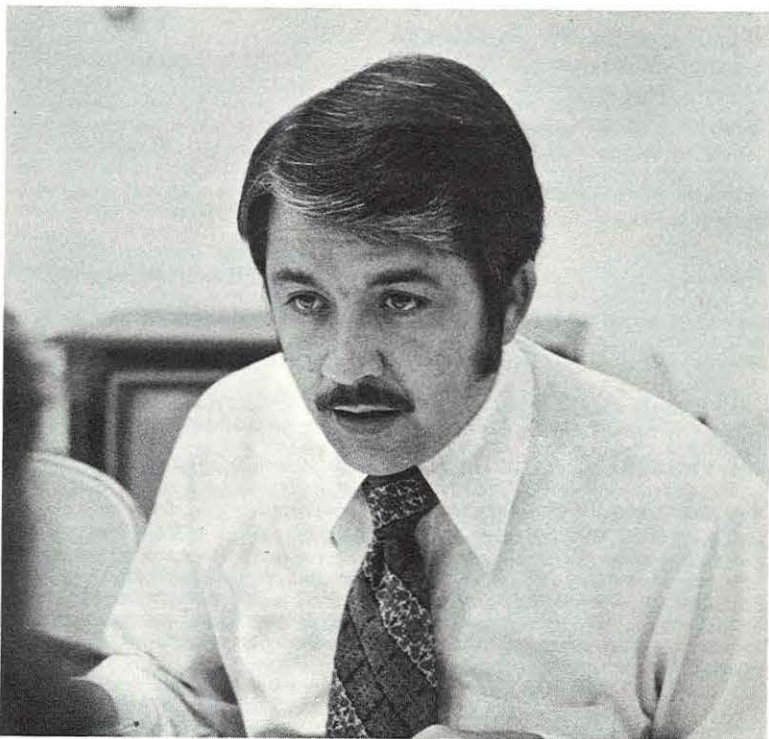
**603. GRADUATE STUDY IN LITERATURE.** (3) Offered on demand.

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

**630. INDEPENDENT STUDY IN LITERATURE.** (1-3).

When in the judgment of the chairman of the English Department and of the appropriate member of the English faculty a graduate student majoring in English can advantageously embark upon an independent study project, the content of this course may be adapted to his specific needs.

**658. THESIS.** (3) See Education 658.



## DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

### PROFESSOR:

Harry D. Olree, Ed.D.,

*Chairman*

### ASSOCIATE PROFESSORS:

Karyl Bailey, Ph.D.

Jess Bucy, M.A.

Kathryn Campbell, M.A.T.

Bob J. Corbin, M.Ed.

Ted Lloyd, M.S.

John Prock, M.T.

### ASSISTANT PROFESSOR:

John Boustead, M.Ed.

### HEALTH EDUCATION

**509. HISTORY AND PHILOSOPHY OF HEALTH EDUCATION.** (3) Fall.

A study of the historical development of health education, its philosophical foundations, underlying principles, and place in the education program.

**510. SCHOOL HEALTH INSTRUCTION.** (3) Spring.

A study of health interests and needs of the elementary and secondary school child, curriculum development, and instructional methods and materials for health education.

### PHYSICAL EDUCATION

**501. KINESIOLOGY AND BIOMECHANICS.** (3) Fall, Summer.

A study of major muscle groups and their relationship to various body movements. Consideration is also given to various activities which contribute to the functional development of major muscle groups. Prerequisite: Biology 275 or consent of the instructor.

**502. PREVENTION AND TREATMENT OF ATHLETIC INJURIES.** (3) Fall, Summer.

A study of the prevention of athletic injuries and the different forms of therapy in the treatment of injuries common to athletics and physical education. Fee \$4.00.

**504. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION.** (3) Fall, Summer.

Acquaints students with the various testing devices in physical education and gives practice in the use of these devices.

**505. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION (K-12)** (3) Fall, Summer.

A study of the principles of organization and administration of physical education and athletic programs. Consideration will be given to personnel, schedules, equipment and facilities, records, budget and finance, legal aspects, publicity and public relations, athletic associations, eligibility regulations, contracts and officials.

**506. MOTOR LEARNING AND PERFORMANCE.** (3) Summer.

Psychological and physiological factors related to the development of motor skill; emphasis on the teacher's role in facilitating learning. Includes review and analysis of appropriate research.

**507. PHYSIOLOGY OF EXERCISE.** (3) Summer.

Fundamental concepts of human physiology and their application to programs of physical education and sports. Prerequisite: Biology 275 or consent of the instructor.

**530. METHODS AND MATERIALS IN PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.** (3) Fall, Spring, Summer.

A study of methods as they apply to the total program and to the organization, instruction and selection of activities at the class level. Required of prospective elementary teachers.

**601. DIRECTED READING IN PHYSICAL EDUCATION.** (3) Offered on demand.

Independent study of selected topics to fill any deficiencies or to strengthen the student's background in physical education.

**602. DIRECTED READING IN HEALTH EDUCATION AND RECREATION.** (3) Offered on demand.

Independent study of selected topics to fill any deficiencies or to strengthen the

student's background in health education and recreation.

**603. RESEARCH METHODS IN PHYSICAL EDUCATION, HEALTH EDUCATION, AND RECREATION.** (3) Summer.

The application of research methods and techniques to problems in physical education, health education, and recreation.

**604. RESEARCH.** (1-6) Offered on demand.

Supervised research in health, physical education, or recreation. A research paper will be required. The study must be approved by the chairman of the department and the staff member who will supervise the research. Prerequisite: 603.

**658. THESIS.** (3) See Education 658.

## DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

### PROFESSORS:

Raymond Muncy, Ph.D.

*Chairman*

Joe T. Segraves, Ph.D.

### ASSOCIATE PROFESSORS:

Fred Jewell, Ed.D.

Virgil Lawyer, M.A.

### ASSISTANT PROFESSORS:

Earl Cobill, M.A.

Tom Howard, Ed.D.

Tom Statom, M.A.T.

### HISTORY

**501. HISTORY OF ENGLAND.** (3) Spring. Alternate years, 1980-81.

Political, religious, literary, and economic activities of the English people from 1066 to present. Recommended for pre-law students.

**503. TWENTIETH CENTURY AMERICA.** (3) Fall. Alternate years, 1980-81.

An historiographical and interpretive treatment.

**508. EUROPEAN HISTORY 1500-1789.** (3) Fall. Alternates with 541. Offered 1981-82.

**511. HISTORY AND CULTURE OF THE FAR EAST.** (3) Fall. Alternate years, 1980-81.

A study of Pacific Asia and its contiguous archipelagoes including indigenous origins, impact of the West through the nineteenth century, and problems of development during the last fifty years.

**520. DIPLOMATIC HISTORY OF THE UNITED STATES.** (3) Fall.

A survey of current problems involving a study of courses of action. Position of the United States in the making of foreign policy and procedures of American diplomacy.

**530. ANCIENT, MEDIEVAL, AND RENAISSANCE HISTORY.** (3) Spring.

A historical survey from antiquity to 1500.

**541. HISTORY OF THE SOUTH.** (3) Fall. Alternates with 508. Offered 1981-82.

The "Old South," the problems of reconstruction, the development of the "New South" and an analysis of continuing trends. Prerequisite: 101.

**546. EUROPEAN HISTORY 1789-1900.** (3) Spring. Alternate years, 1980-81.

**547. MODERN EUROPEAN HISTORY 1900 TO PRESENT.** (3) Spring. Alternate years, 1981-82.

**658. THESIS.** (3) See Education 658.

### POLITICAL SCIENCE

**510. EMERGING NATIONS.** (3) Fall.

Examination of the political processes in the developing countries.



**525. CONTEMPORARY POLITICAL THEORY AND IDEOLOGY.** (3) Fall. Alternate years, 1980-81.

A study of the ideas and concepts of government which have influenced the development of political systems in the modern world.

**535. CONSTITUTIONAL LAW.** (3) Spring. Alternate years. Offered 1981-82.

A study of the constitutional background and some of the most important Supreme Court decisions which have marked the direction of American government.

**536. ADMINISTRATIVE LAW.** (3) Spring. Alternate years, 1981-1982.

The nature, formulation implementation, and adjudication of administrative law with attention to the powers and limitations of regulatory agencies.

**650. PROBLEMS IN POLITICAL SCIENCE.** (1-3) Offered on demand.

Open to advanced student wishing to concentrate, through research and special supervised reading, upon a particular problem. Emphasis on introduction to graduate work in the field of political science.

**658. THESIS.** (3) See Education 658.

### SOCIAL SCIENCE

**550. SEMINAR IN THE SOCIAL SCIENCES.** (2) Spring.

Synthesizes the various disciplines in the social science field. Includes course content and bibliography, historiography, scientific research, and critical analysis.

**603. DIRECTED READING IN THE SOCIAL SCIENCES.** (1-3) Offered on demand.

Individual study and research on selected topics of interest to broaden and strengthen the student's background in the social sciences.

**658. THESIS.** (3) See Education 658.

## DEPARTMENT OF HOME ECONOMICS

### PROFESSOR:

Mildred L. Bell, Ph.D.  
*Chairman*

### ASSOCIATE PROFESSORS:

Sharen Deacon Crockett, M.S.  
Eva Thompson, Ph.D.

### ASSISTANT PROFESSORS:

Lynn A. England, M.A.  
Elaine C. Thompson, M.A.  
Beth Wilson, M.A.

#### 505. HOME EQUIPMENT. (3) Spring.

The selection and management of household equipment. Stresses options available to the consumer in the purchase, installation, and use of equipment. Simple repair of home equipment.

#### 506. HOUSING AND HOME FURNISHING. (3) Fall.

A study of housing and selection of furnishings for the home, including arrangements, period styles, and decorative details. Laboratory experiences are to include art in its application to the home, refinishing and reupholstering furniture, making of slip covers and draperies, and landscaping. Techniques suitable for homemakers, extension workers, and homemaking teachers. Students furnish own materials. Two hours lecture and three hours laboratory per week. Prerequisite: Art 117.

#### 512. TEACHING ADULT HOMEMAKING CLASSES. (2) Spring.

Organization and development of homemaking programs, teaching methods and materials useful for teaching adult classes based on the program of federal agencies for the improvement of home and home living.

#### 531. ADVANCED NUTRITION. (3) Spring. Alternates with 332. Offered 1981-82.

Aims to extend the student's knowledge of the science of nutrition and metabolism and the recent advances in the field of nutrition. Three lectures per week. Prerequisites: 331 and Chemistry 324.

#### 533. ADVANCED FOODS. (3) Fall. Alternates with 337. Offered 1980-81.

Presentation of the important components of food materials and of the physical and chemical systems characteristic of food products. The experimental approach to applying these principles of major food problems and evaluation of new commercial products are emphasized. Two hours lecture and three hours laboratory per week. Prerequisites: 102; Chemistry 271 or 301.

#### 535. FOOD SYSTEMS MANAGEMENT I. (1) Spring. Alternates with 536. Offered 1981-82.

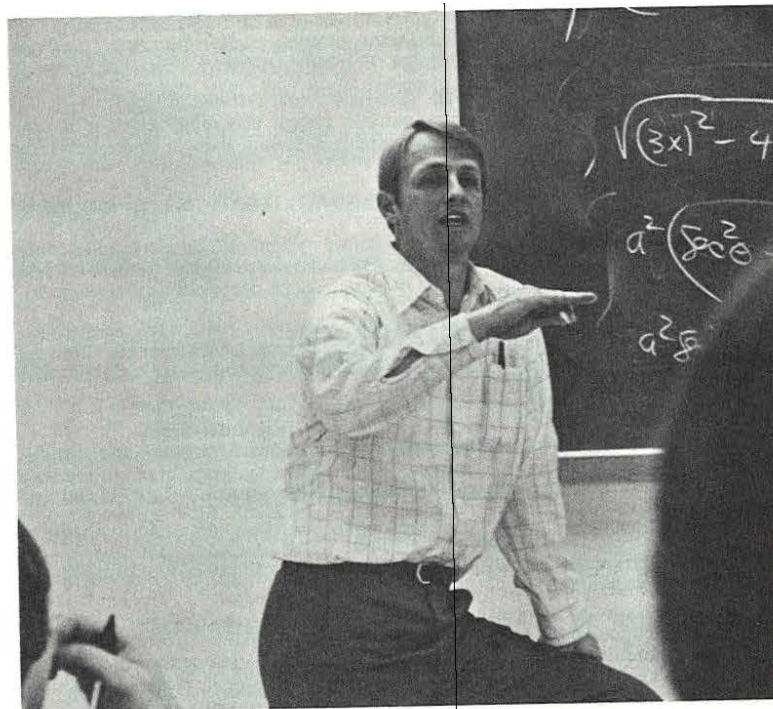
Organization, management theory and principles for all types of food systems; includes menu planning and standard methods of food preparation in quantity. Two hours lecture and three hours laboratory per week. Prerequisite: 201.

#### 536. FOOD SYSTEMS MANAGEMENT II. (3) Spring. Alternates with 535. Offered 1980-81.

Emphasis on selection, layout, maintenance of food system department, and management of personnel. Two hours lecture and three hours laboratory per week. Prerequisite: 201.

#### 650. INDEPENDENT STUDY. (3) Offered on demand.

May be taken three times in different areas by qualified graduate students. Prerequisite: 12 hours of Home Economics and written approval of the department chairman.



## DEPARTMENT OF MATHEMATICS

### PROFESSORS:

Dean B. Priest, Ph.D.  
*Chairman*

Bill W. Oldham, Ed.D.  
Steve Smith, Ph.D.

### ASSOCIATE PROFESSOR:

Harmon C. Brown, Ph.D.

### ASSISTANT PROFESSORS:

Gene Dugger, M.S.  
John Nunnally, M.S.

#### COMPUTING

#### 650. INDEPENDENT STUDY. (1-3) Offered on demand.

Individual study and work on selected computer topics of interest to broaden and strengthen the student's background in computer applications. Prerequisite: Consent of the department chairman.

#### MATHEMATICS

#### 506. FOUNDATIONS OF GEOMETRY. (3) Spring.

An examination of Euclidean geometry with an introduction to non-Euclidean geometry. Prerequisite: 201.

#### 513. LINEAR ALGEBRA. (3) Spring.

Linear equations, matrices and vector spaces, linear transformations, determinants, rational and Jordan forms, inner product spaces and bilinear forms. Prerequisite: 201.

#### 518. PROBABILITY. (3) Fall. Alternate years. Offered 1981-82.

Probability as a mathematical system, random variables and their distributions, limit theorems, and topics in statistical inference. Prerequisite: 252.

**519. PROBABILITY AND STATISTICS.** (3) Offered on sufficient demand.  
Estimation, decision theory and testing hypotheses, relationships in a set of random variables, linear models, and design. Prerequisite: 518.

**523. MODERN ALGEBRA.** (3) Fall. Alternate years. Offered 1980-81.  
Brief development of the complex number system beginning with the natural numbers. A study of abstract algebraic systems including groups, rings, fields and integral domains. Prerequisite: 201.

**525. MATHEMATICS FOR THE ELEMENTARY TEACHER.** (3) Offered on sufficient demand.  
A study of the structure of the real number system to include number base, modular arithmetic, number operations, sets and set operations, sentences, relations, variable, and an introduction to the language of contemporary algebra.

**531. INTERMEDIATE ANALYSIS I.** (3) Fall. Alternate years. Offered 1981-82.  
Real number systems, functions, sequences, additional topics in limits, continuity, differentiation, integration, infinite and power series, and uniform convergences. Prerequisite: 252.

**532. ADVANCED CALCULUS.** (3) Offered on sufficient demand.  
Partial differentiation, applications of geometry to space, maxima and minima, indeterminate forms, elliptic integrals, line integrals, Green's theorem, Stoke's theorem and transformation of multiple integrals. Prerequisites: 331 or 252 and consent of instructor.

**551. DIFFERENTIAL EQUATIONS.** (3) Fall.  
Ordinarily differential equations with applications. Prerequisite: 252. Physics 211-216 highly recommended.

**623. WORKSHOP IN TEACHING AIDS FOR MATHEMATICS (K-12).** (3)  
Summer only. Offered on sufficient demand.  
A course to acquaint mathematics teachers with the wide range of teaching aids available for grades K-12. Teaching aids considered include manipulations, activities, games and visuals.

**650. DIRECTED READING.** (3) Offered on demand.  
Individual reading in advanced mathematics. Prerequisite: Consent of the instructor and chairman of the department. May be taken two times for credit.

**658. THESIS.** (3) See Education 658.

## DEPARTMENT OF MODERN FOREIGN LANGUAGES

### PROFESSOR:

Winfred O. Wright, Dr. de l'Universite  
*Chairman*

### ASSOCIATE PROFESSOR:

Dorothy S. Wright, Dr. de l'Universite

### ASSISTANT PROFESSOR:

Ava M. Conley, M.A.

### FRENCH

**503. ADVANCED FRENCH COMPOSITION.** (3) Fall. Alternates with 302. Offered 1981-82.  
Techniques of writing in French. Imitation of selected French texts illustrating various styles. Exercises in creative writing. Prerequisite: 202 or equivalent.

**504. ADVANCED FRENCH.** (3) Spring. Alternates with 302. Offered 1981-82.  
A practical application of advanced grammar in group discussions, reports and translations. Literary analysis of passages from representative works. Prerequisite: 202 or equivalent.

**532. FRENCH CLASSICISM.** (3) Spring. Alternates with 534. Offered 1980-81.  
A study of Cornille, Racine, Moliere, Pascal, La Fontaine, and others. Prerequisite: Any 300 course or equivalent.

**533. LITERATURE OF THE 18TH CENTURY.** (3) Fall. Alternates with 535. Offered 1981-82.  
A study of 18th Century writers with emphasis on the works of the philosophers. Prerequisite: Any 300 course or equivalent.

**534. LITERATURE OF THE 19TH CENTURY.** (3) Spring. Alternates with 532. Offered 1981-82.  
A study of representative writers of the 19th Century and the important literary movements. Prerequisite: Any 300 course or equivalent.

**535. LITERATURE OF THE 20TH CENTURY.** (3) Fall. Alternates with 533. Offered 1980-81.  
A study of outstanding writers of the 20th Century and of current literary trends in France. Prerequisite: Any 300 course or equivalent.

**605. CONTEMPORARY FRENCH CIVILIZATION.** (3) Offered in the summer on sufficient demand.  
A study of the mores, customs, government and important personalities of present day France. Prerequisite: 202 or equivalent.

**650. INDEPENDENT STUDY.** (1-3) Offered on demand.  
Individual study for qualified graduate students. Prerequisite: Consent of the instructor and department chairman.

**658. THESIS.** (3) See Education 658.

### SPANISH

**503. ADVANCED COMPOSITION AND GRAMMAR REVIEW.** (3) Fall. Alternates with 301. Offered 1981-82.  
Grammatical analysis, translation to Spanish and free composition to develop fluency and correctness in written Spanish. Prerequisite: 202 or equivalent.

**504. ADVANCED SPANISH.** (3) Spring. Alternates with 302. Offered 1981-82.  
A practical application of Spanish with advanced conversation, literary analysis, and phonetic review. Prerequisite: 202 or equivalent.

**515. LATIN AMERICAN CIVILIZATION.** (3) Fall. Alternates with 531. Offered 1980-81.  
A cultural survey of the Latin American nations with emphasis on the contemporary period.

**531. THE SPANISH GOLDEN AGE.** (3) Fall. Alternates with 515. Offered 1981-82.  
Cervantes and the Golden Age dramatists. Prerequisite: Any 300 course or equivalent.

**535. LITERATURE OF THE 20TH CENTURY.** (3) Spring. Alternates with 536. Offered 1981-82.  
The essay and the novel, with historical emphasis on the Generation of 1898 and critical emphasis on the prose of the 20th century. Prerequisite: Any 300 course or equivalent.

**536. 19TH AND 20TH CENTURY SPANISH DRAMA AND POETRY.** (3) Spring. Alternates with 535. Offered 1980-81.  
A study of representative writers of the period. Prerequisite: any 300 course or equivalent.

**625. REGIONAL LANGUAGE AND CULTURE.** (3) Offered in the summer, upon sufficient demand, in a Spanish-speaking country.  
Graduate course offered in conjunction with 325. Prerequisite: Consent of the instructor and department chairman.

**650. INDEPENDENT STUDY.** (1-3) Offered on demand.  
Individual study for qualified graduate students. Prerequisite: Consent of the instructor and department chairman.

## DEPARTMENT OF MUSIC

### PROFESSORS:

Kenneth Davis, Jr., D.Mus.  
George E. Baggett, D.M.E.  
William W. Hollaway, Ph.D.  
Erle T. Moore, Ed.D.

*Chairman*

### ASSOCIATE PROFESSOR:

Clifton L. Ganus III, D.M.A.

#### 531-532. HISTORY OF MUSIC. (3,3) Fall, Spring.

The development of Western music from its beginnings in the Greek and Jewish cultures to its manifestations in the present century.

#### 602. SPECIAL PROBLEMS IN MUSIC EDUCATION. (3) Offered on sufficient demand.

Problems of musical interest to the student which lie outside the normal curriculum and which are deemed particularly applicable to his individual aims.

#### 605. SEMINAR: ADVANCED CHORAL METHODS AND MATERIALS. (3) Offered on sufficient demand.

Examination of beliefs and practices of some of the country's leading choral conductors. Analysis and conducting of some of the larger choral works. Extensive compilation of choral materials of all types.

#### 650. INDEPENDENT STUDY. (1-3) Offered on demand.

Independent study on selected topics in music for music majors who are planning to do graduate study. Prerequisite: Consent of the instructor and department chairman.

#### 658. THESIS. (3) See Education 658.



## DEPARTMENT OF PHYSICAL SCIENCE

### PROFESSORS:

Don England, Ph.D.  
Maurice L. Lawson, M.S.  
James E. Mackey, Ph.D.  
Carroll Smith, Ph.D.  
William D. Williams, Ph.D.

*Chairman*

Edmond W. Wilson, Ph.D.

### CHEMISTRY

#### 505. RESEARCH TECHNIQUES. (1 or 2) Fall, Spring.

An introduction to research methodology and techniques, Inorganic, organic, analytical, radioisotope, physical, or biochemical research projects may be chosen according to student goals and staff interests. A minimum of three hours of laboratory per week for each hour of credit. Prerequisite: consent of faculty member who will advise. Breakage Deposit: \$20.

#### 511-512. PHYSICAL CHEMISTRY. (4,4) Fall, Spring.

Fundamental principles of physical chemistry including states of matter, properties of solutions, thermodynamics, equilibria and phase diagrams, chemical kinetics, conductance and electromotive force. Three class periods and three hours laboratory per week. Prerequisites: 261 or consent of the instructor, Physics 211-212 and Mathematics 251. Mathematics 251 may be taken concurrently. Breakage Deposit: \$20.

#### 658. THESIS. (3) See Education 658.

### PHYSICS

#### 511-512. ELECTROMAGNETIC THEORY. (3,3) Fall, Spring. Alternate years. Offered 1979-80.

The properties of electric and magnetic fields, electrostatics, and Maxwell's equations. Both semesters must be taken. Three hours lecture per week. Pre- or co-requisite: Mathematics 351.

#### 515. ADVANCED LABORATORY. (1) Offered on demand.

Selected experimental problems of an advanced undergraduate level from various areas of physics. Not less than three laboratory hours per week. May be taken two times for credit. Prerequisite: Advanced standing in physics and approval of instructor. Breakage Deposit: \$20.

#### 521. ANALYTICAL MECHANICS. (3) Spring. Alternate years. Offered 1980-81.

Kinematics of point masses and bodies with an introduction to vector analysis, stressing the use of mathematics in interpreting natural phenomena. Three class periods per week. Prerequisite: 211-212 and Mathematics 351.

#### 541. MATHEMATICAL PHYSICS. (3) Offered on sufficient demand.

A survey of various mathematical techniques employed in the study of physics. Topics covered will vary according to the background of the students. Normally included are Fourier series, complex analysis, calculus of variations, and integral transforms. It is strongly recommended that students enrolling for this course also enroll in Mathematics 423. Prerequisite: Mathematics 351.

#### 544. SELECTED TOPICS. (3) Offered on sufficient demand.

Study of certain advanced physics topics. Class meetings will be arranged by the instructor. Prerequisite: Consent of the instructor.

#### 650. INDEPENDENT STUDY. (1-3) Offered on demand.

Directed readings and/or research for qualified senior physics majors and graduate students. Prerequisite: Consent of the appropriate member of physics faculty.

#### 658. THESIS. (3) See Education 658.



## DEPARTMENT OF PSYCHOLOGY

### PROFESSOR:

Walter Porter, Ph.D.

### ASSOCIATE PROFESSOR:

Jack D. Thomas, Ph.D.

*Chairman*

### ASSISTANT PROFESSORS:

Robert McKelvain, M.A.

Lewis L. Moore, Ph.D.

### INSTRUCTOR:

Dwight Ireland, M.A. (on leave of absence 1979-80)

The Department of Psychology has been designed to achieve the following objectives:

1. To provide a basic education in the science of psychology.
2. To assist the student in promoting his skills in human relations.
3. To prepare students for advanced study leading to a professional career in psychology and/or counseling.
4. To relate and integrate the psychological truths found in the

Word of God with the knowledge of modern psychological science in order to promote a more complete understanding of human nature.

#### 500. PSYCHOLOGICAL TESTING. (3) Spring.

History and development of mental measurements; theory of test construction; and techniques for test evaluation. Emphasis upon developing familiarity with various tests of intelligence, personality, interests, and special aptitudes. Two lectures and one two-hour laboratory each week. Prerequisites: 201, 325, or consent of instructor.

#### 509. EXPERIMENTAL SOCIAL PSYCHOLOGY. (3) Fall.

Introduction to research methods and current studies in psychology that pertain specifically to the social sciences. Specific experiments will be studied in depth as they apply to current trends and issues in social psychology. Prerequisite: 375.

#### 512. TECHNIQUES OF COUNSELING. (3) Spring.

Methods of gathering, analyzing, and interpreting data in counseling. The analysis of dynamics of counselor-counselee relationship. Interviewing techniques. Use of test results in counseling. Prerequisite: 385/585.

#### 524. HISTORY AND SYSTEMS. (3) Fall.

A study of the historical and philosophical development of psychology; emphasis upon contribution of important leaders of schools of psychology, and consideration of current problems in psychology. Prerequisite: 18 hours of psychology or consent of instructor.

#### 525. STATISTICS. (3) Fall.

An introduction to the scientific methods as applied to psychology through a study of research techniques and mathematical analysis. Emphasis upon developing skill with descriptive statistics. Three hours of lectures and one two-hour laboratory each week.

#### 538. PSYCHOLOGY OF LEARNING. (3) Spring.

A study of the psychological principles involved in learning, memory and motivation and their applications to the understanding of human development and personality. Two lectures and one two-hour laboratory each week. Prerequisite: 201 or consent of instructor.

#### 540. FIELD EXPERIENCE IN PSYCHOLOGY. (1-3) Offered on demand.

Participation in an approved mental health, mental retardation school, industrial or experimental setting. Experience supervised by a professor in the area of the student's interest. Prerequisite: 12 hours in psychology and consent of the chairman.

#### 580. PSYCHOLOGY OF PERSONALITY. (3) Fall.

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

#### 582. BEHAVIORAL DISORDERS. (3) Spring.

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

#### 585. COUNSELING. (3) Fall.

A course designed to give students a thorough knowledge of the theories and philosophies underlying current practices in the field of counseling. Special attention is given to helping each student develop his own theory and techniques. Prerequisites: Junior standing, 380/580, and 382/582.

#### 650. INDEPENDENT STUDY IN PSYCHOLOGY. (1-3) Offered on demand.

Individual study on research in selected topics in psychology. Prerequisite: 12 hours in psychology courses and consent of the instructor and the chairman of the department.

#### 658. THESIS. (3) Offered on demand.

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

## DEPARTMENT OF SOCIOLOGY AND SOCIAL SERVICES

### PROFESSOR:

Billy D. Verkler, Ph.D.

*Chairman*

### ASSISTANT PROFESSORS:

Charles Joiner, M.S.S.W.

Mary Shock, M.S.S.W.

Van Tate, Ph.D.

The Department of Sociology and Social Services seeks to achieve the following objectives:

1. Develop in students an understanding of the social and cultural aspects of human behavior.
2. Acquaint students with the nature of society through application of the scientific method.
3. Provide students with other majors a fundamental knowledge of human relations so that they can function more efficiently in various facets of modern society.
4. Assist students interested in mission work to understand cultures other than their own.

## SOCIAL WORK

### 500. GROUP PROCESSES. (3) Spring.

Organization of groups and development of leadership: group modification of individual conduct, group work, and research.

### 501. PRINCIPLES OF CASEWORK WITH CHILDREN. (3) Summer.

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

## SOCIOLOGY

### 505. CONTEMPORARY SOCIAL PROBLEMS. (3) Fall.

Our present social system, the organization into communities, states and races. The fundamental problems which affect these social organizations. Prerequisite: 203 is recommended.

### 508. SOCIAL PSYCHOLOGY. (3) Spring.

Psychology of the individual in the group situation; the social environment as a source of psychological stimulation. Consideration of such topics as crowd and mob behavior, leadership, personality, prejudice. Prerequisite: 201. Sociology 203 is recommended.

### 510. MINORITY GROUPS. (3) Fall. Alternate years. Offered 1980-81.

The identity, goals, and organizations of minority groups; race relations as a social problem. Prerequisite: 203.

### 540. HISTORY OF SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. (3) Spring.

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

### 650. INDEPENDENT STUDY. (1-3) Offered on demand.

Individual study or research in sociology for qualified graduate students. Prerequisite: 12 hours of sociology and approval of the department chairman.

## DEPARTMENT OF SPEECH

### PROFESSORS:

Evan Ulrey, Ph.D.

*Chairman*

John H. Ryan, Ph.D.

Richard W. Walker, Ph.D.

### ASSISTANT PROFESSORS:

Patrick H. Garner, Ph.D.

Daniel C. Tullos, M.C.D.

### 500. ADVANCED SPEECH CORRECTION. (3) Spring; offered in speech therapy block.

Identification and correction of complicated types of speech abnormalities: aphasia, cleft palate and cerebral palsied speech, and stuttering. Three class periods and three hours of laboratory in the speech clinic per week. Prerequisite: 250 or equivalent.

### 501. VOICE SCIENCE. (3) Fall. Offered on sufficient demand.

A study of the anatomy, physiology, and acoustics of voice production.

### 502. AUDIOLOGY. (3) Fall. Alternates with 506. Offered 1981-82.

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

### 505. PHONETICS. (3) Fall.

General phonetic principles and practice. Regional dialects of America; general American, southern and eastern; also standard British or stage speech. Prerequisite: 111 or consent of instructor.

### 506. PSYCHOLOGY OF LANGUAGE DEVELOPMENT. (3) Spring. Offered in speech therapy block.

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

### 507. LANGUAGE DISORDERS. (3) Spring. Offered in speech therapy block.

Identification and remediation of language problems: developmental, aphasia, delayed language, environmental deprivation, mental retardation, and brain injury.

### 510. RHETORICAL AND COMMUNICATION THEORY. (3) Spring.

Introduction to ancient and modern theories of oral public discourse. Development of critical theory and practice.

### 515. SPEECH IN THE ELEMENTARY SCHOOL. (3) Fall, Spring.

Speech activities for the elementary classroom: creative dramatics, oral reading, speech improvement, and phonetics.

### 541-542. INTERNSHIP IN RADIO AND TELEVISION. (3,3) Offered on demand.

Supervised work in a commercial or educational station. Designed to give the student an opportunity for observation and practice of fundamentals in a professional setting. Satisfactory academic performance in assigned subject areas for investigation is included. May be taken concurrently. Prerequisite: Speech 251, 280.

### 550. ADVANCED INDIVIDUAL STUDY. (3) Offered on demand.

Seminar in drama, oral interpretation, broadcasting, speech therapy, rhetoric and public address, phonetics, or speech education. Prerequisite: Consent of department chairman.

### 552. INTERPRETERS THEATRE. (3) Spring.

A study of the theory and techniques of group presentation of dramatic and non-dramatic literature. Adaptation of material, casting, rehearsing, directing, and production of interpreters theatre scripts. Emphasis on analysis and criticism of the literature and on program building.

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

## MISCELLANEOUS COURSES OFFERED FOR GRADUATE CREDIT

### Econ. 540. FREE MARKET ECONOMICS. (3) Summer. Offered on sufficient demand.

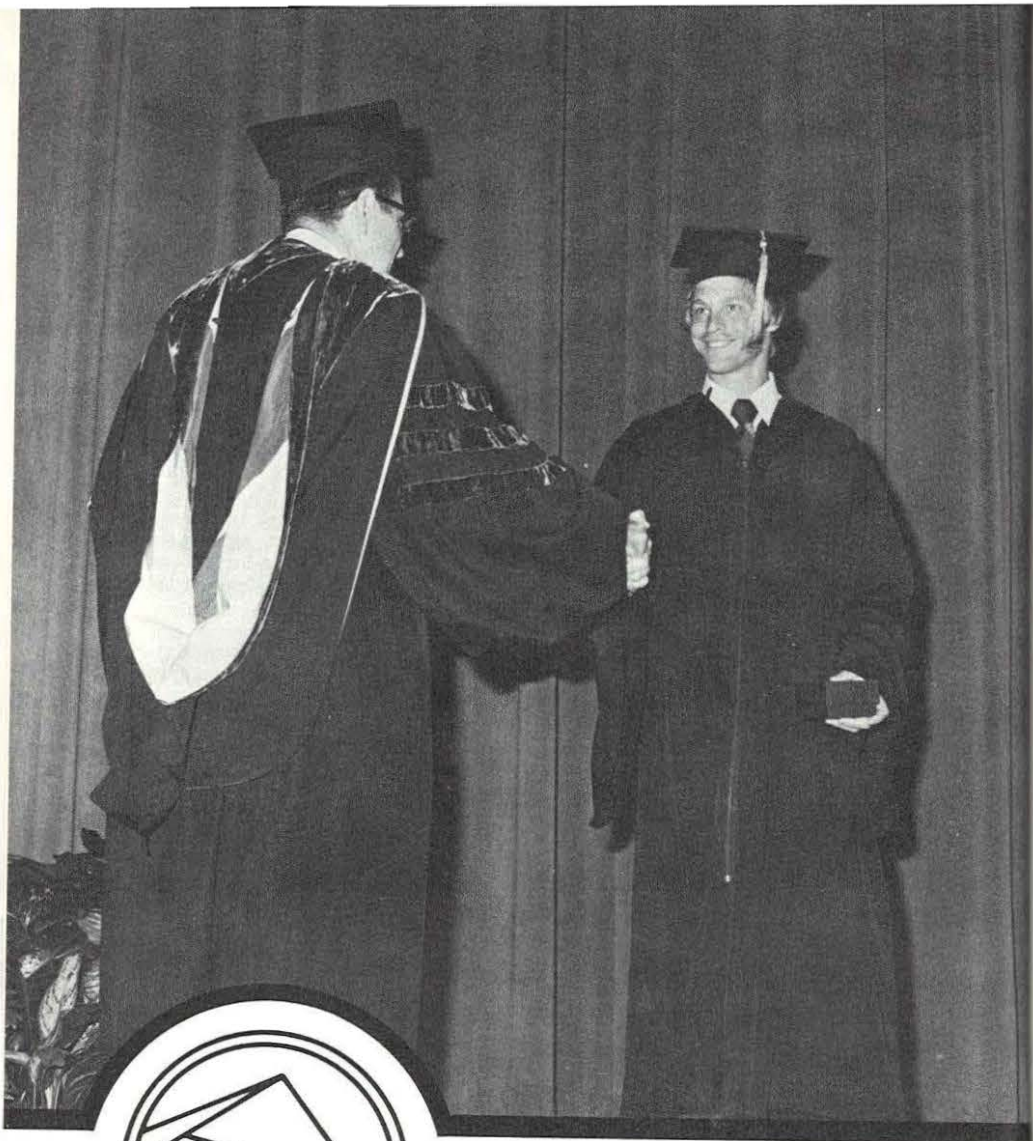
Instruction intended to assist teachers in dramatizing, simplifying, and enriching the economic understanding of our youth regarding private enterprise and economic individualism.

### Journ. 510. SCHOOL PUBLICATIONS. (2) Fall. Alternate years. Offered 1979-80.

Scope and purpose of student publications as standard extracurricular adjuncts in the educational program, particularly at the high school level, are examined. Function and organization of the staff, management and editing problems, production techniques, and relationships to school and community are explored. Designed particularly for teachers who supervise school newspapers and yearbooks.

### Journ. 650. INDEPENDENT STUDY IN JOURNALISM. (1-3) Offered on demand.

Individual study of selected topics in journalism. Prerequisite: Consent of Director of Graduate Studies and the department chairman.



## Personnel

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JACK WOOD SEARS, Ph.D., *Professor of Biological Science*  
EDWARD G. SEWELL, Ph.D., *Professor of Education*

## Faculty

- JAMES R. ALLEN, M.R.E., Hh.D., (Harding Graduate School of Religion, Oklahoma Christian College)  
*Associate Professor of Bible. 1959, 1971.\**  
GEORGE EDWARD BAGGETT, D.M.E., (University of Oklahoma)  
*Associate Professor of Music. 1949, 1947.*  
KARYL V. BAILEY, Ph.D., (Texas A&M University)  
*Associate Professor of Physical Education. 1967, 1969.*  
JEROME M. BARNES, Ed.D. (North Texas State University)  
*Professor of Education and Director of Educational Media Center. 1962, 1971.*  
MILDRED L. BELL, Ph.D. (University of Minnesota)  
*Professor of Home Economics and Chairman of the Department. 1952, 1959.*  
JOHN G. BOUSTEAD, M.Ed. (Wayne State University)  
*Assistant Professor of Physical Education, 1978.*  
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*Associate Professor of Mathematics. 1974.*  
LOIS BROWN, M.A. (San Diego State University)  
*Assistant Professor of Special Education. 1973.*  
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*Associate Professor of Health Education. 1970, 1971.*  
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*Associate Professor of English. 1966, 1975.*  
EARL COBILL, M.A. (University of Mississippi)  
*Assistant Professor of Political Science. 1973, 1976.*  
BOBBY L. COKER, Ed.D. (University of Arkansas)  
*Professor of Education and Dean of the School of Education. 1968, 1979.*  
AVA M. CONLEY, M.A. (Vanderbilt University)  
*Assistant Professor of Spanish. 1973.*  
BOB J. CORBIN, M.Ed. (University of Oklahoma)  
*Associate Professor of Physical Education and Health and Research Associate. 1964, 1973.*  
SHAREN DEACON CROCKETT, M.S. (Ohio State University)  
*Assistant Professor of Home Economics and Director of the Nursery School. 1968, 1972.*

\*First date indicates year of employment, second date, year appointed to present rank or position.

RONALD H. DORAN, M.S. (University of South Carolina)  
*Assistant Professor of Biological Science. 1968, 1973.*

FAYE B. DORAN, Ed.D. (Pennsylvania State University)  
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ALVA GENE DUGGER, M.S. (University of Missouri at Rolla)  
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ALLAN L. ISOM, Ed.D. (New Orleans Baptist Theological Seminary)  
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*Vice President of Academic Affairs, Dean of the College of Arts and Sciences, and Professor of Physical Science, 1944, 1973.*

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*Professor of Speech. 1961, 1975.*

ED SANDERS, M.A. (Harding Graduate School of Religion)  
*Assistant Professor of Bible and Director of Christian Communications Program. 1973, 1974.*

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*Professor of Biological Science and Chairman of the Department of Biological Science. 1945.*

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*Professor of Education. 1947, 1965.*

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MARY SHOCK, M.S.S.W. (University of Arkansas Graduate School of Social Work)  
*Assistant Professor. 1979.*

CARROLL W. SMITH, Ph.D. (University of Oklahoma)  
*Associate Professor of Chemistry and Research Associate. 1968, 1973.*

STEVE SMITH, Ph.D. (Florida State University)  
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THOMAS R. STATOM, M.A.T. (Harding College)  
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*Professor of Journalism. 1978.*

JACK THOMAS, Ph.D. (Texas A&M University)  
*Associate Professor of Psychology; Chairman of the Department; Director of the Counseling Center. 1974, 1977.*

ELAINE C. THOMPSON, M.A. (Texas Woman's University)  
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EVA THOMPSON, Ph.D. (Texas Woman's University)  
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RICHARD WALKER, Ph.D. (Louisiana State University)  
*Professor of Speech. 1953, 1968.*

BETTY WORK WATSON, M.A. (Michigan State University)  
*Assistant Professor of Elementary Education. 1968, 1970.*

EDWARD WHITE, M.A. (Marshall University)  
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*Associate Professor of French. 1968, 1974.*

WINFRED O. WRIGHT, Dr. de l'Universite (University of Toulouse)  
*Professor of French and Chairman of the Department of Modern Foreign Languages. 1966, 1976.*

#### STEPS TO BE FOLLOWED FOR M.Ed. DEGREE

The following steps are to be completed by and are the responsibility of the student in approximately the order given.

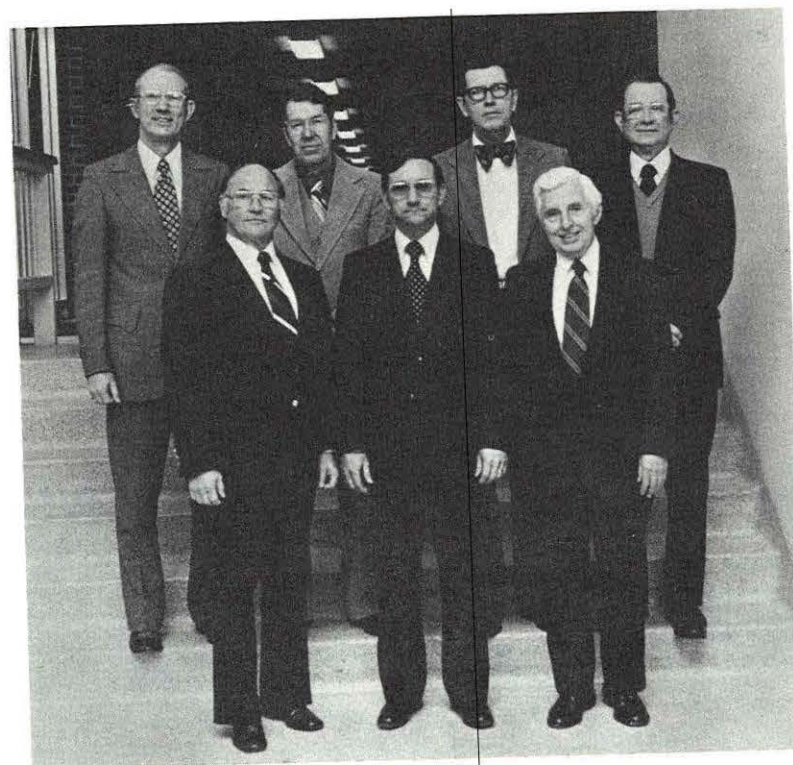
1. File application for admission to the Graduate Office.
2. Forward two (2) **official** transcripts to the Graduate Office.
3. Receive admission form from the Graduate Office.
4. Counsel with the Director of Graduate Studies concerning the course of study.
5. Either take the National Teacher Examinations or, if previously taken, have the Educational Testing Service, Princeton, New Jersey, forward scores to the Harding Testing Office. (The Graduate Record Examination is not required.)
6. Obtain "Trial Study" schedule from the Graduate Office **each term before registration.**
7. File evidence of teaching certificate with the Graduate Office. (Deficiencies may be made up concurrently with the graduate program.)
8. During the semester in which the ninth hour is completed, file an application for candidacy.
9. Receive candidacy standing.
10. If a thesis is to be written, special forms must be filed and arrangements made through the Director of Graduate Studies.
11. The semester **before** you plan to graduate, file "Request for Degree" in the Registrar's Office.
12. Pay graduation fee on **registration day** of the last semester before graduation to the Business Office.

13. File application for comprehensive examination during the last semester of residence before deadline date given in catalog.
14. Counsel with instructors about scope of the comprehensive examinations.
15. Complete comprehensive examinations.
16. Complete all course work.
17. Register with the Placement Office.

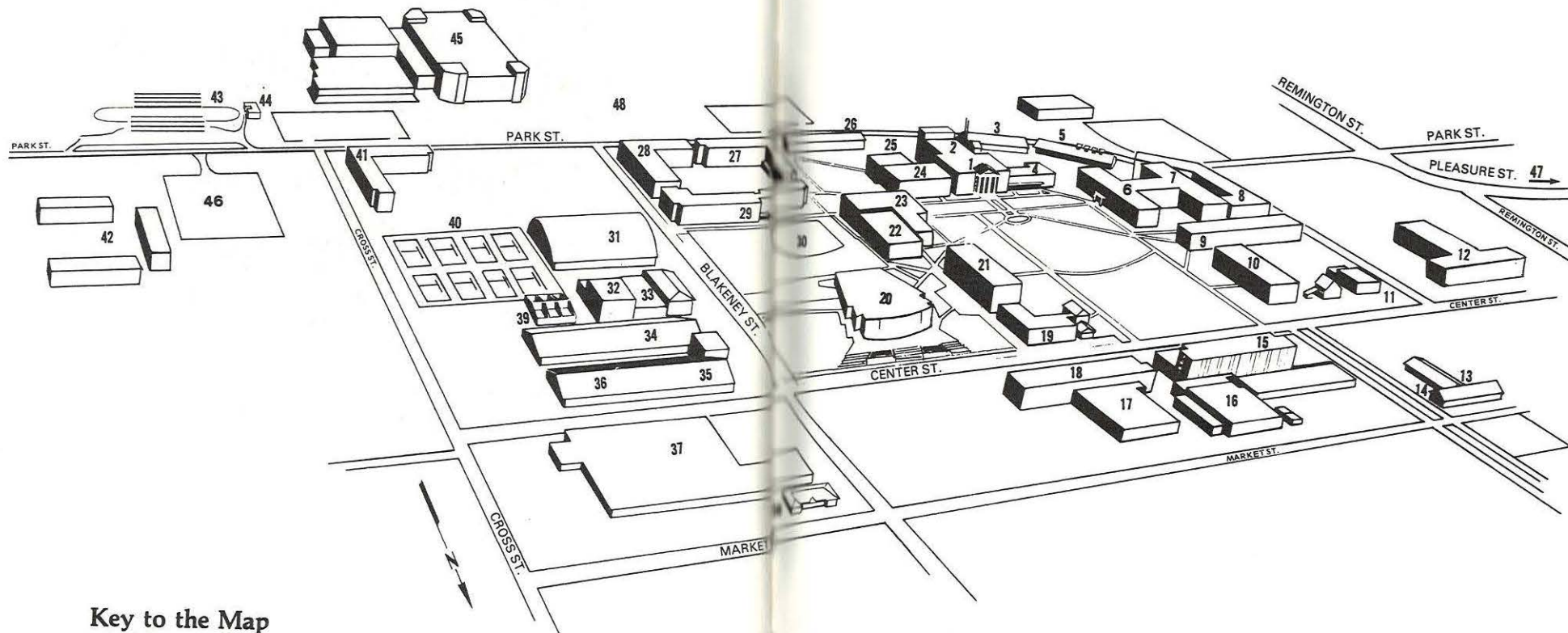
NOTE: To insure that your registration will go smoothly, please notify the Graduate Office or the Registrar's Office one week before the registration day of each semester you plan to enter so all registration materials will be prepared.

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**GRADUATE COUNCIL.** *Front Row: Wyatt Jones, Bobby Coker, James Carr. Second Row: Harry Olree, Ed Sewell, Joseph Pryor, Jack Wood Sears.*



### Key to the Map

- |                               |   |                                    |                                 |
|-------------------------------|---|------------------------------------|---------------------------------|
| 1. Administration Building    | 13. Student Services Building                 | 24-25. Ezell Bible Center          | 37. Science Building            |
| 2. Main Auditorium            | 14. Health Center                             | 26. Campus Security                | 38. Echo Haven                  |
| 3. Old Swimming Pool          | 15. American Heritage Center                  | 27. Keller Hall for Men            | 39. Handball Courts             |
| 4. Ganus Building             | 16. Peyton Auditorium                         | 28. Armstrong Hall for Men         | 40. Tennis Courts               |
| 5. Harding Laundry            | 17. Bowling Lanes                             | 29. Graduate Hall for Men          | 41. Harbin Hall for Men         |
| 6. Pattie Cobb Hall for Women | 18. Hammon Student Center                     | 30. Intramural Field               | 42. Married Students Apartments |
| 7. Cathcart Hall for Women    | 19. Stevens Art Center                        | 31. Rhodes Memorial Field House    | 43. Alumni Field                |
| 8. Stephens Hall for Women    | 20. Benson Auditorium                         | 32. Recording Studio               | 44. Field House                 |
| 9. Kendall Hall for Women     | 21. Hendrix Nursing and Home Economics Center | 33. Claude Rogers Lee Music Center | 45. Athletic-Physical Ed Center |
| 10. American Studies Building | 22. Educational Media Center                  | 34. Harding Academy                | 46. Trailer Park                |
| 11. Sewell Hall               | 23. Beaumont Memorial Library                 | 35. Elementary School              | 47. New Marrieds' Apartments    |
| 12. New Women's Dormitory     |   | 36. Harding Press                  | 48. New Intramural Field        |



## University Calendar

TENTATIVE

### Fall Semester — 1981

Counseling .....	August 24-25
Registration .....	August 26
Class Work Begins .....	August 27
Final Date for Application for Degree .....	September 25
Deadline for Application for Comprehensive Examinations .....	October 9
National Teacher Examinations .....	November (to be arranged)
Thanksgiving Recess .....	November 25-30
Comprehensive Examination .....	November 7
Final Examinations .....	December 12-17
Graduation .....	10 a.m., December 18
Christmas Recess .....	Dec. 17 to Jan. 4, 1982

### Spring Semester — 1982

Counseling .....	January 5
Registration .....	January 6
Class Work Begins .....	January 7
Final Date for Application for Degree .....	February 5
National Teacher Examinations .....	February (to be arranged)
Spring Recess .....	March 5-15
Final Date for Application for Comprehensive Examinations .....	March 5
Comprehensive Examinations .....	April 3
Final Examinations .....	May 3-8
Graduation .....	2:30 p.m., May 9

### Summer Term — 1982

Counseling and Registration .....	June 7
Class Work Begins .....	June 8
Deadline for Application for Comprehensive Examinations .....	June 30
Final Examinations, 1st Session .....	July 8, 9
National Teacher Examinations .....	July (to be arranged)
Comprehensive Examinations .....	July 10
Class Work Begins, 2nd Session .....	July 12
Final Application for Degree .....	July 14
Final Examinations, 2nd Session .....	August 12, 13
Graduation .....	10:30 a.m., August 13

2.25 gr. pt.

404 { 3 - Public School Admin. <sup>662</sup>  
3 - Ed. Med. <sup>520</sup>

48 { 3 - Dev. + adm of the Curriculum - Thrus. 6-9 <sup>632</sup>  
3 - Misses School - M 6-9

Account of Reading <sup>515</sup>

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~~195~~  
195