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Welcome

Welcome to the Department of Family and Consumer Sciences. We are so happy that you have joined us for your college and preprofessional experience. We want you to become a key player on the FCS team and experience the special care and concern of the faculty, staff, and students. Best wishes for much success!

FCS As a Profession: Pride and Promise

The Department of Family and Consumer Sciences at Harding University has been an integral part of the Harding University academic curriculum since its founding in 1924. The strategic planning process has resulted in ongoing curriculum revisions, addition of new degree programs, and facility changes to give the graduates a competitive edge in the world of professional practice. An excellent faculty dedicated to God and their students is the mainstay of the Department. Each student is given opportunities for networking with professionals through an on-campus lecture series, career shadowing, field trips, internships, and attendance at professional meetings. Leadership development is fostered through departmental organizations as well as the state affiliates of professional associations.

Family and consumer sciences is multidimensional with the overall mission of assisting individuals, families and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life. (AAFCS, 2010) It is one of the most exciting and diverse professions that offers graduates a rewarding career in a variety of settings. (Explore the typical job titles in Appendix D for a sampling of career choices.) The common link between all practice areas is the way in which professionals address the social, physical and economic well-being of individuals, families and communities in their environment. The building blocks of human existence—food, clothing, shelter, human relationships, family life, consumer products and services remain the foundation of research, practice, and public policy advocacy. (Review the degree programs and Fact Sheets in Appendix B for the possibilities.)
MISSION
To prepare Christian professionals to assume leadership roles that supports optimal quality of life for individuals, families, and communities.

VISION
Christian professionals dedicated to empowering individuals, families and communities in making informed decisions about their well-being, relationships and resources to achieve optimal quality of life.

GOALS
1. Prepare new professionals for careers in diverse practice settings in family and consumer sciences.
2. Provide a solid foundation for graduates who pursue advanced study.
3. Prepare graduates who have a lifelong commitment to learning and professional development.
4. Prepare graduates who exemplify integrity and ethical behavior.
5. Provide opportunities for students to develop their God-given talents for service to individuals, families, communities, and the church.
6. Enhance students’ growth in the fruit of the Spirit through daily interaction and classroom strategies.
7. Contribute to the preparation of professionals in other disciplines.
COMMUNICATION CHANNELS: FACULTY, STAFF, AND STUDENTS

Good professional communication is essential for positive relationships and outcomes. All parties are expected to contribute to the flow of communication while using respect for the individual, the relationship and the confidentiality of information.

Faculty and Staff Titles

Students are respectfully asked to refer to all faculty and staff by the appropriate title of Miss, Mrs., Mr. or Dr. in the classroom, laboratory or office setting. This is a reflection of general professional practice and University policy.

Most of the communication between faculty and students will occur in the classrooms, laboratories, and faculty offices. To ensure the most complete flow of information, the following communication channels should be used.

Emergency Contact

If an emergency arises outside the regular office hours, faculty members may be reached at home. Refer to course syllabi for instructions. Most contact with faculty should be accomplished during the posted faculty office hours or scheduled appointments in the Department of Family and Consumer Sciences.

Campus Mail

Each student must use their Harding University e-mail address for academic communication. Students are accountable for information sent via individual and course e-mail networks.

Canvas

Canvas is the campus-wide classroom management system. Each student is responsible for course communication and information provided through Canvas.

Bulletin Boards/Lobby TVs

Important information is also communicated via bulletin boards/TVs on the second floor of the Olen Hendrix Building, including job postings in the Computer Center (Room 206A). Students should routinely review the information posted.
DEGREES

The Department offers the Bachelor of Science degree with majors in:

- Child Development
- Child Life
- Family and Consumer Sciences
- Family and Consumer Sciences Education
- Family Life Education
- Fashion Merchandising
- Nutrition and Dietetics

MINOR

The Department offers a minor in Family and Consumer Sciences. It requires 18 hours in FCS with at least 6 hours of upper-level courses. See the Department Chair to develop this option.
What is a Child Life Specialist?

Child life specialists are experts in child development who promote effective coping through play, preparation, education, and self-expression activities. They provide emotional support for families, and encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization. Understanding that a child’s wellbeing depends on the support of the family, child life specialists provide information, support and guidance to parents, siblings, and other family members. They also play a vital role in educating caregivers, administrators, and the general public about the needs of children under stress.

Professional Standards of Practice

Child life specialists are skilled professionals.

They adhere to a code of ethics and standards established by the Child Life Council, a national professional organization which also administers the rigorous process for obtaining the Certified Child Life Specialist (CCLS) credential. All Certified Child Life Specialists must complete a supervised 480-hour clinical internship, pass an examination, and adhere to a minimum standard for continued professional development in order to maintain their certification.

Child Life Council, Inc.
11821 Parklawn Dr., Suite 310
Rockville, MD 20852-2539
301-881-7090
www.childlife.org
Eligibility to Become a Certified Child Life Specialist (CCLS)

Component 1 - Minimum of Baccalaureate Degree
Applicants must have either completed a bachelor’s degree, or be in the final semester of study for that degree.

Component 2 - Course Work
Applicants must have completed a total of 10 college-level courses in child life or a related department/subject. (See Harding’s Degree Plan, Appendix B)

Component 3 - Clinical Experience
Applicants must complete a minimum of 600 hours of child life clinical experience under the direct supervision of a Certified Child Life Specialist.

Component 4 – Pass the Certification Exam

**NOTE:** In the summer of 2013 the Child Life Council Board voted to change the requirements for eligibility to take the CCLS exam. These changes will begin the phase-in process in 2015. For the specific timeline, consult with Dr. Crystal Whittington or go to the Child Life Council website, www.childlife.org.
Didactic Program in Nutrition and Dietetics
(DPND)

The Didactic Program in Nutrition and Dietetics is the first step in the process of becoming a registered dietitian Nutritionist (RDN). Upon graduation, the student will receive verification that they have completed the foundation knowledge and skills required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

In order to become a registered dietitian Nutritionist, the student will take the next step in the process. This step involves completion of a supervised practice program in order to be eligible to take the national Registration Examination for Dietitians.

Mission of the Didactic Program in Nutrition and Dietetics

Students completing the Didactic Program in Nutrition and Dietetics will:

1. Have the foundation knowledge for entry into the Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited post-baccalaureate supervised practice program.

2. Possess the foundation skills for entry into the Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited post-baccalaureate supervised practice program.

3. Have a solid foundation for advanced studies.

4. Find employment.

The Harding University Didactic Program in Nutrition and Dietetics (DPND) is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 102 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800/877-1600 ext. 5400.

For more detailed information, refer to the Didactic Program in Nutrition and Dietetics Student Handbook.
**FAMILY LIFE EDUCATION APPROVAL BY NCFR**

The Family and Consumer Sciences undergraduate program at Harding University has met the Standards and Criteria required for the Provisional Certified Family Life Educator (CFLE) designation from the National Council on Family Relations (NCFR). This program includes appropriate course work for each of the ten family life substance areas required for the CFLE designation.

Graduates of Harding University qualify to complete an abbreviated CFLE application process, which will save them time and money. Students who graduate from NCFR-approved programs may apply for the Provisional CFLE status via an abbreviated process within two years of graduation.

The NCFR Academic Program Review (APR) recognizes accredited* institutions offering undergraduate and graduate degrees that include coursework following the standards and criteria for the Provisional Certified Family Life Educator (CFLE) credential.

*Accredited means a recognized regional agency for the accreditation of a Baccalaureate Institutions, Acceptable agencies include: Middle States Association of Colleges and Schools, Northwest Commission on Colleges and Universities, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

The ten substance areas include:

1. Families and Individuals in Societal Contexts
2. Internal Dynamics of Families
3. Human Growth and Development Across the Lifespan
4. Human Sexuality
5. Interpersonal Relationships
6. Family Resource Management
7. Parent Education and Guidance
8. Family Law and Public Policy
9. Professional Ethics and Practice
10. Family Life Education Methodology

An Internship/Practicum is also required (FCS 267).
The CFLE designation recognizes a broad, comprehensive range of issues constituting family life education. It acknowledges the preventive focus of family life education and assures that the designate has met or exceeded the high standards and criteria needed to provide quality family life education.

National Council on Family Relations, a member-funded, non-partisan educational and professional organization, is in its second half-century of service to family professionals. In addition to its member-based services and programs, NCFR publishes the Journal of Marriage and Family, and Family Relations and other family research and education resources.

www.ncfr.org
Family Life Education Documentation of Pre-Professional FLE Experiences Relevant to Becoming a CFLE

Definition of Relevant Experiences

(NCFR) Family life education that involves prevention and education for individuals and families that leads to more productive and satisfying living. These experiences are typically demonstrated through the development or presentation of workshops, courses or programs involving life skills, for example, communication, parenting, financial management, sexuality, etc. It can also include program administration and policy development. Experience may be earned through paid employment or volunteer work. For each experience, record the following:

Your name
Position title
Employer (name, complete address, and phone number and email address)
Responsibilities (such as courses taught, workshops presented, materials developed, etc.)

Attach to the description given above:

- Original copies of materials developed/program plan/workshop agenda, etc.
- Copies of handouts, PowerPoints, etc.
- Evaluation forms/summary of results
- Letters/commendation/certificates from participants or supervisors
The FCS teacher education program at Harding University aligns with the standards established by the Arkansas Department of Education outlined in Arkansas Teaching Standards (2012), Competencies for Secondary Teachers: Family and Consumer Sciences, Grades 7-12 (2014), as well as the National Standards for Teachers of Family and Consumer Sciences (2008).

University programs of study for Arkansas teacher licensure in Family and Consumer Sciences are submitted for approval to the Arkansas Department of Education, Office of Professional Quality Enhancement. In addition, prior to approval, the program proposal is subjected to peer review. This office endorses the use of four resources in program development. The first resource is the Arkansas Teaching Standards (2012) document which outlines the following ten standards:

**Standard #1:** Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2:** Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3:** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4:** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5:** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The second document to be used is Competencies for Secondary Teachers: Family and Consumer Sciences, Grades 7-12 (2014) which outlines required knowledge and competencies in thirteen FCS content areas. The third suggested resource to be used in program development is the Praxis II exam for FCS since all teachers must pass this test to obtain initial licensure. The fourth suggested resource is the Arkansas Curriculum Frameworks for FCS, which is the curriculum that teachers are required to follow and secondary students are held accountable for through competency-based exams.
Assessment Program

Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Departmental Assessment

Students in the Department of Family and Consumer Sciences will be assessed using the following means: (a) each student completing a required practicum, field experience, internship, or student teaching will be assessed in knowledge, skills, and dispositions by an external evaluator; (b) each student will take the CFCS exam (Certified in Family and Consumer Sciences, American Association of Family and Consumer Sciences) while enrolled in FCS 400; (c) all students seeking licensure will complete the Praxis II exam; and (4) all graduates will receive an assessment survey one year following graduation. Data gained from these assessments will be used to evaluate the academic program of this department.
Professional Associations

Key Functions of Professional Associations

- Provides up-to-date information about research, trends, issues and public policy in the profession
- Provides conferences, seminars, career assistance, job services, and professional publications
- Offers opportunities to meet and network with other professionals as well as establish a strong support group
- Effectively represent the profession to governmental agencies, legislative bodies, prospective employers and the public at large
- Provides an opportunity to develop leadership and foster a vision and long-range plan for the profession
- Aids the development of professional attitudes and competencies, “best practices” of the profession
- Offers opportunities for formal professional development or continuing education for credentialing
Harding Family and Consumer Sciences
Student Association

- Open to all majors or minors in family and consumer sciences
- Holds monthly meetings, completes service projects, attends the Fall Leadership Conference and the annual state conference
- Local association with local dues

Advisor: Ms. Rebecca Boaz, CFCS
Assistant Advisor: Mrs. Rebecca Teague, CFCS

American Association of Family and Consumer Sciences
www.aafcs.org

- A national professional association that represents all areas of family and consumer sciences in the U.S.
- Open to all students and graduates in family and consumer sciences regardless of area of specialization; i.e., an “umbrella” professional association
- Membership in this Association provides membership in the state affiliate, the Arkansas Association of Family and Consumer Sciences (www.arafcs.org)
- All FCS majors are strongly encouraged to become a member and seek leadership positions, for example, hold office in the Pre-professional Section at the state or national level
**Student Academy of Nutrition and Dietetics (SAND)**

- Open to all students in the Didactic Program in Nutrition and Dietetics
- Holds monthly meetings, completes service projects, attends conferences, lectures and seminars
- Local association with local dues

Advisor: Dr. Lisa Ritchie, RDN, LD

**The Academy of Nutrition and Dietetics**
[www.eatright.org](http://www.eatright.org)

- The world’s largest organization of food and nutrition professionals
- Committed to improving the nation’s health and advancing the profession of dietetics through research, education and advocacy
- Membership Classifications:
  - Student Member
  - Active Member
  - Retired Member
  - International Membership
    - Membership in the Academy provides membership in the state affiliate, Arkansas Dietetic Association ([www.Arkansaseatright.org](http://www.Arkansaseatright.org))
- Dietetic majors are *strongly* encouraged to become a member of this organization
Kappa Omicron Nu Honor Society (KON)
www.kon.org

- Kappa Omicron Nu is a national honor society for Family and Consumer Sciences. Its mission is to empower leaders through scholarships, research, and leadership. This mission enables the organization and chapters to prepare scholars and researchers in the 21st century. Kappa Omicron Nu provides:
  - Recognition and honor for distinguished academic achievements and potential as a professional
  - Opportunities for networking
  - Personal development and growth
  - Professional growth through education and service
- The Nu Delta Chapter of Kappa Omicron Nu of the Department of Family and Consumer Sciences, Harding University, holds monthly scholarly meetings, conducts a service project each semester, and inducts new members during the spring semester.

Advisor: Dr. Denise Fisher, CFCS, CFLE, CPFFE
Assistant Advisor: Dr. Crystal Whittington, Ph.D., CFCS, CCLS, CFLE, CIMI

Membership Criteria:
I. Undergraduate students must:
   - Have declared a major in Family and Consumer Sciences
   - Have completed 45 semester hours or equivalent
   - Have earned a minimum of 3.25 GPA on a 4.0 scale
   - Rank in the top 25 percent of their class
   - Be recommended by the FCS faculty

II. Graduate students must:
   - Be enrolled in a graduate program in Family and Consumer Sciences or one of its Specializations
   - Have completed 12 semester hours of graduate work or equivalent
   - Have a minimum grade point average of 3.5 on a 4.0 scale
   - Be recommended by the FCS faculty

III. Professionals not previously initiated into the honor society and those with degrees outside the profession who are making distinctive contributions are eligible, based upon minimum undergraduate or graduate student criteria
Scholarships Available

- Dale and Joan Coleman Endowed Scholarship
- Mildred L. Bell Endowed Family and Consumer Sciences Scholarship
- Science & Nursing Advisory Council Scholarship
- Reba F. Sloan Dietetics Scholarship
- Sharen Crockett Child Development Scholarship

(All eligible students will be notified of the application dates.)

Phyllis Cooke Memorial Loan Fund

Established by James R. Cooke in memory of his wife for needy family and consumer sciences majors, preferably majors in dietetics. Interested students should contact the Student Financial Services office, ext. 4257.

Annual Student Awards

- Outstanding FCS Senior Award
- Distinguished FCS Service Award
- Outstanding Senior in the Major Award
- *Child Development*
- Child Life
- Family and Consumer Sciences
- Family and Consumer Sciences Education
- Family Life Education
- Fashion Merchandising
- Interiors Merchandising
- Nutrition and Dietetics
- Professional Promise Award
EXPECTATIONS OF STUDENTS

General Expectations

As a student enrolled in the Department of Family and Consumer Sciences and Harding University, you are expected to be a Christian example and goodwill ambassador for the Department and the University. Specifically, each student is expected to:

Abide by all rules and regulations of Harding University and the Department of Family and Consumer Sciences.

Take an active role in the educational process and preprofessional programs provided by the Department and the University to foster spiritual, intellectual, social, emotional, and physical growth.

Promote a positive environment for learning/teaching for everyone, by:
Turning off all pagers and phones during class or other required class activities; being attentive with no texting during class.

Make arrangements for your children during class time or other required class activities. Should unusual or emergency situations arise, the student must make arrangements in advance with the instructor of the class or activity.

Promote Academic Honesty by abiding by the Harding University Academic Integrity Code of Conduct:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. Your FCS instructors, pledge that we will strive for honesty and integrity in how we handle the content of all courses and in how we interact with each of you. We ask that you join us in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Associate Provost for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.
**Dress Code Statement**

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Additional standards of dress may be required by certain academic or extracurricular programs.

**MEN AND WOMEN**

1. Clothing should be neat, clean, and relatively free of the tattered and worn look. Shoes are required to be worn on campus.
2. Tight or form-fitting attire (such as leggings) and garments designed as underwear or sleepwear should not be worn as outerwear. Undergarments should not be visible.
3. Shorts should be mid-thigh or longer in length. Shorts are not permitted in classes, chapel, or lyceum events such as American Studies programs.
4. Clothing that is unusual or displays material inconsistent with the mission of the University is prohibited.
5. Unusual hairstyles or unnatural hair colors are not permitted.

**WOMEN**

1. Tops must have at least 2-inch shoulder straps. Clothing must not be low cut and may not reveal cleavage or the midriff. Halter tops are not permitted.
2. Skirts and dresses must not have hemlines or slits that extend above the knee.
3. Piercing is limited to the wearing of earrings and a small nose stud.
4. Banquet dresses should be modest and becoming, conforming to the guidelines listed above. Dresses may be strapless; however, the back must not extend below the natural bra line.

**MEN**

1. Shirts must be worn at all times. Tank tops and body shirts are limited to athletic participation only.
2. Caps, hats and do-rags are not permitted in classes or chapel.
3. Hair should be neatly trimmed off the collar and free of extreme styles such as mohawks or ponytails. Beards are to be neatly trimmed.
4. Piercing is limited to the earlobes and the wearing of small earrings or studs.
DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
ATTENDANCE POLICY

Class attendance and participation, as well as promptness to class, are important links to learning. Further, the characteristics of responsibility and dependability are critical to professional success.

As a part of the pre-professional experience, students are expected to be in attendance for all classes and laboratories for the entire time period. Absences are excused consistent with University policy, for illness, personal or family emergencies, or official representation of the University. See pp. 28-29 of Student Handbook for more complete description of University policy. Excused absences are posted on Pipeline by the appropriate administrative office. Notification prior to the absence is expected. If prior notification is not possible, the student should inform the instructor at the first class meeting following the excused absence. Absences not posted on Pipeline will be considered unexcused. Three tardies (after the bell has rung) count as one absence. Accumulation of * three unexcused absences will result in a letter of warning being sent to the student. It is the responsibility of the student to schedule a meeting with the instructor immediately to discuss class attendance and participation in the class. If the conditions established are violated by the student a grade of “F” for the class will be assigned for the course. The student may not drop the class with a “W” after a grade of “F” has been given. The number of unexcused absences before a warning letter is sent are:

3 for 3 hour course
2 for 2 hour course
The Department of Family and Consumer Sciences offers a variety of programs designed to foster professional development of students and faculty. Funding for some of these activities are provided by donors who are concerned that we have an opportunity to network with national and international experts in the field, as well as having access to the latest knowledge, and principles of practice. Attendance at these events is expected of all family and consumer sciences majors. It is important that you participate to the fullest extent possible. These professional development programs give you a competitive edge in the job market. Listed below are the key programs offered by the FCS Department.

**Coleman Distinguished Family and Consumer Sciences Lecture Series**
This program is funded by the Coleman Trust Fund of Dumas, Texas. Students and faculty are fortunate to hear a variety of nationally and internationally known speakers. Subject matter specialties addressed by speakers will alternate; all FCS majors are expected to attend all of these lectures.

**Field Trips**
On-site visits to locations locally, in state, and out-of-state are critical in several courses. Students are expected to attend and fully participate in these trips.

**Teleconferences/Webinars**
The Department is committed to distance learning. We have the opportunity throughout the year to tap into many national and international satellite/Internet conferences. All FCS majors are invited to these and in specific cases, students may be required to attend.
INDependent Study Guidelines

FCS 450: INDEPENDENT STUDY

(1-3) Offered on demand. Course content is adapted to specific needs of seniors. May be repeated for a maximum of 6 hours credit in any area. Prerequisite: Consent of instructor and department chair.

Other courses in the Department are offered for the following reasons:
• International programs.
• If there are conflicts that cannot otherwise be resolved by the teacher, academic advisor or department chair.

Unacceptable reasons for courses being requested as independent study courses:
If the course is being taught in a regular semester prior to graduation. Convenience of student. In lieu of class attendance. Planning by student to be off-campus for the last 8 hours.

Procedure:
Students who plan to be off campus for the last 8 hours must take hours in the major on campus; liberal arts courses should be taken off-campus to complete the degree.

The student is to respectfully request of the teacher the needed course, the appropriate form must be signed by the teacher, then by the department chair, and then taken to the registrar.
All independent study courses must be completed by 4:30 p.m. on Friday prior to final exam week.
GUIDELINES FOR SUBMITTING ABSTRACTS

1. An abstract is a summary of the important points or the concentrated essence of the research project or an article. The abstract should condense the entire article into a few paragraphs. It should generally be at least 100 but not more than 300 words. It should be concise and effective in describing the article.

2. An abstract of a research study serves to briefly answer the basic questions of what was studied, how it was done and what were the results, conclusions and/or implications.

3. Each abstract should be typed, double-spaced with 1-inch margins.

4. Plagiarism must be avoided. Plagiarism is copying from the article. If a direct quote is used, put in quotation marks.

5. Citation of the reading must be given using the APA format.
Use of FCS Facilities
(OH rooms 100, 106, 111, 120, 200, 206, 206A, 207, 225, 226)

1. All of these rooms are scheduled by Mrs. Meredith Boutell, Administrative Assistant and Facilities Manager, FCS Department. Her office is located in OH 210.

2. If you desire to use any of the rooms listed above (day, night, or weekends), you must check the availability with Mrs. Boutell and place it on the master schedule.

3. In accordance with Harding University policy, rooms and equipment are for academic use only, not for personal use.

4. OH 212A (Academic Support) and OH 225 (Faculty Conference Room) are for faculty and staff use ONLY. Students should only enter with permission of faculty.

5. The facilities are locked at 5:00 p.m. on weekdays and remain locked on the weekends. If you need to use the facilities during the “locked” hours, schedule the use with Mrs. Boutell and she will complete the arrangements with the Security Office according to University policy. A faculty member must be present for these events.

6. Food and drink are not permitted in the Computer Laboratory (OH 206A) or around the computerized sewing equipment in OH 200.

7. It is expected that all of us (faculty, staff and students) will leave the facilities clean and in order.

8. Resources in OH 206, except for reference materials, can be checked out overnight. The resources must be back in the FCS Resource Room by 9:45 a.m. the next day. There is a Checkout Notebook in Mrs. Boutell’s office. Items not returned will be billed to you.

9. If you need to use any of the facilities in the evenings or on weekends, you must do so in groups of at least two people. This is for your personal safety.

10. When using the computer laboratory, OH 206A, use your personal disk to store your work. We cannot be responsible for projects stored on the hard disk.

11. If you discover needs or problems in the facilities, please notify Mrs. Boutell immediately.
12. **Computer Use (OH 206A)**
   - Come to lab with clean hands.
   - Operate the equipment properly.
   - Do not change any settings on the computer.
   - Treat the computers with care, use light touches on computers, keyboards, and external devices.
   - **No gum, candy or other food is permitted.**
   - Follow all University policies in the use of the computer – absolutely no software piracy!
   - Before leaving the lab:
     - Save your work to a CD, thumb drive or your M: drive.
     - Quit the application.
     - Take your printouts.
     - Clean up your area of work.

**Special Notations for All Users:**

1. Computer use is limited to classroom, course related, or personal education use. Personal educational use includes such things as reading electronic mail, writing your resume, use of library systems, use of other information systems, learning a software package or computer language, etc.

2. Computer use is restricted to non-profit use only, and no commercial use of any kind is allowed.

3. Printing is **only** allowed for classroom or course related documents.

4. Use paper in a responsible manner – do **not** print personal correspondence, including e-mails or full-page slides.

**Photocopying**

1. If you are teaching a class or conducting a workshop assigned by your teacher as part of the required curriculum, the FCS Department will pay for the cost of photocopying. You must get the handouts needed to Mrs. Boutell **AT LEAST TWO DAYS IN ADVANCE** of the class or workshop. Otherwise, you will be responsible for payment and copying of the material yourself.

2. Photocopies for personal use may be made at the Media Center or the Brackett Library. You must pay the cost of the service.
FCS 267: Field Experience/Internship Guidelines

Students who enroll in FCS 267:

The FCS 267 folder can be pick up from Mrs. Meredith Boutell, OH 210.

Note: Students participating in the field experience must:
- abide by the dress code of the organization.
- **not** use cell phone for personal calls or texting during work hours.
- be on time and work the entire time assigned.
University Policies

Academic Integrity

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Students with Disabilities:

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 205 in the Student Center, telephone, (501) 279---4019.
DISABILITY STATEMENT FOR INTERNATIONAL PROGRAMS

Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester. The Disabilities Office is located in Room 219 in the Student Center, telephone (501) 279-4019.

Since students on an international campus will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor’s statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel), as well as, intense academics the semester he/she is abroad.
**Time Management Expectations**

For every class hour, the typical student should expect to spend at least two clock hours a week of problem solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning.

**Time Management Expectations for Two-Credit Daily Bible Classes**

For Bible classes that meet daily, the expectation is that the typical student will spend three hours outside of class for every hour of course credit.
APPENDIX A

RESOURCES FOR ACADEMIC AND CAREER SUCCESS
RESOURCES FOR ACADEMIC AND CAREER SERVICES
HARDING UNIVERSITY

Center for Student Success
Dean: Dr. Kevin Kehl

Academic Advising
John Mark Warnick
advising@harding.edu
501.279.4531

Academic Resources/
Square One: First Year Experience
Dr. Kevin Kehl
kkehl@harding.edu
501.279.4220

Supplemental Instructions
Stephanie O'Brien
sobrian@harding.edu
501.279.2400

ADVANCE Director/Instructor
Tannon Davis
tdavis3@harding.edu
501.279.4054

Career Services
Dr. Butch Gardner
careercenter@harding.edu
501.279.4454

Disability Services
Teresa McLeod
tmcleod@harding.edu
501.279.4019

McNair Scholars
Dr. Linda Thompson
mcnair@harding.edu
501.279.5425

Multicultural Student Services
Tiffany Byers
tbyers@harding.edu
501.279.4454

Upward Bound
Katrina Smeltzer
ksmeltze@harding.edu
501-279-4170

Campus Life
Logan Light
ltlight@harding.edu
501.279.4106

Counseling Center
Dr. Lew Moore
lmoore@harding.edu
501.279.4347

Health Services Center
Lynn McCarty
lmccarty@harding.edu
501.279.4346

Writing Center
Main Floor of Brackett Library
http://www.harding.edu/english/wlab.htm
501.279.4627
Canvas
Current Jobs, Internships, and Field Experiences are posted.

Coleman FCS Resource Room - OH 206
Career Videos
Careers in Fashion
Assembling Your Portfolio

Books
Careers: Professional Development for Retailing and Apparel Merchandising
Child Life Council Anthology of Focus
College Majors Handbook, 2nd edition
College Success Guide: Top 12 Secrets of Student Success
Creating E-Portfolios Using PowerPoint
Creating Your Career Portfolio: At a Glance Guide for Students
Designing Your Fashion Portfolio: From Concept to Presentation
Etiquette Class (Carolyn Jones)
Getting Matched: A Guide for Dietetics Students
How to Land a Top-Paying Family and Consumer Sciences Teachers job (Tucker, 2013)
Insider Fashion Career: Secrets Revealed
Job Seekers Online Goldmine
Knock ‘em Dead: Job Search Kit
Launching Your Dietetics Career
Making a Difference, Strengthening Marriages and Families
Marketing Yourself Handbook
Seniors Resource Handbook
The Student’s Federal Career Guide
The Survival Guide for a Competitive Application (Dietetics)
Untangling the Nutrition Web in Career Development
APPENDIX B

FACT SHEETS AND DEGREE PLANS
Description of Major
The Child Development degree prepares one for professional work in providing individual and family services to increase parenting skills and enhance the development of young children and/or children with developmental and acquired disabilities. It focuses on developmentally appropriate practices for children in a variety of settings that align with the standards from national accreditation associations in child development. The comprehensive nature of this degree prepares the graduate for a variety of jobs that are in demand nationwide.

Outside the Classroom
Students are encouraged to join the American Association of Family and Consumer Sciences and the Arkansas Affiliate. This student organization sponsors trips to state and national conferences where students can interact with professionals in the field. High-achieving students may be selected for membership in Kappa Omicron Nu, an honorary society that recognizes scholarship in the field of family and consumer sciences. Harding’s chapter of KON is Nu Delta. The professional associations and honor societies provide excellent opportunities for students to develop leadership skills.
Bachelor of Sciences Degree
Child Development
(CHDV)

<table>
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<tr>
<th>REQUIREMENTS</th>
<th>HOURS</th>
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<tr>
<td>Liberal Arts:</td>
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<td>Student must take PSY 201, SOC 203, and FCS 205. These are counted in the hours required for the major.</td>
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<td>FCS Program Foundations:</td>
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<td>FCS 100, 205, 400</td>
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<td>Family and Consumer Sciences Core:</td>
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<td>Remaining Bible:</td>
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TOTAL HOURS 128

Employment Opportunities
Child Development specialists will find that employment opportunities are readily available. Generally, the position involves working as part of a multi-disciplinary team including parents and family units. Knowledge of typical and atypical child development from birth to adolescence as well as a family-centered approach is critical to success.

Examples of job titles include:
Activities Director
Adoption Case Worker
Bereavement Counselor
Child Advocate
Child Care Teacher/Director
Child Care Assistant Manager
Child Development Specialist
Early Intervention Specialist
Foster Care Case Worker
Parent Educator
Teenage Parenting Educator
Youth Services Field Director

JUST TO NAME A FEW!
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<th>Spring</th>
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<td>ART/MUS/THEA 101: Art/Music/Theater Appreciation</td>
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<td>FCS 205: Families in Global Society</td>
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<td>ENG 111: Composition I</td>
<td>3</td>
<td>KINS 101: Wellness</td>
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<td>COMM 101: Communication Principles</td>
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<td>MATH 151 or higher: College Algebra</td>
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<td>PSY 201: General Psychology</td>
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<td>FCS 107: Foundations of Early Childhood Educare</td>
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<td>FCS 251: Family Relationships</td>
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<td>HIST 110 or 111: Western Civilization to 1500 or Since 1500</td>
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<td>SOC 203: General Sociology</td>
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<td>BIOL 111 or 113: Gen Biology or Human Structure/Function</td>
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<td>FCS 322: Guidance in Early Childhood</td>
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<td>BDOC 354: Contemporary Christian Ethics</td>
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<td>FCS 350: Preschool Curriculum</td>
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<td>FCS 323: Lifespan Development</td>
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<td>FCS 349: Pediatric Nutrition</td>
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<td>FCS 307: Literacy and Language Arts for Early Childhood</td>
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<td>FCS 340: Family Financial Management</td>
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<td>FCS 267: Field Experience</td>
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<td>FCS 317: Math and Science for Early Childhood</td>
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<td>FCS 391: Consumer Education</td>
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<td>FCS 430: Parenting</td>
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<td>FCS 425: Administration of Early Childhood Programs</td>
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<tr>
<td>SWK 395: Child Abuse and Neglect</td>
<td>3</td>
<td>SWK 402: Death, Loss and Grief</td>
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<td>Physical Science 111, 112, 113, 114, 115, 116, 117 or 118</td>
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<td>FCS 407: Future Perspectives of Early Childhood</td>
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</table>
Harding University – Liberal Arts Program
Required of all students – 53 hours

Spiritual and Moral Values (8 hours) [Transfers w/>27 hours take BNEW 311 (3), BOLD 302 (3), BNEW or BOLD Upper Level Elective (2)]

- BNEW 111 (Fall Semester) Life and Teachings of Jesus
- BNEW 113 (Spring Semester) Faith and Mission of the Church

Required of Sophomores:
- BOLD 203 (Fall Semester) Creation and Kingdom
- BOLD 207 (Spring Semester) Wisdom and Prophets

Communication and Critical Thinking (9 hours) [ENG ACT score <18 or SAT < 440 must take ENG 100; "C" or better required in ENG 111 or 113]

- ENG 111 or 113 Composition I (ENG 113 required for licensure)
- ENG 211 Composition II
- COMM 101 (COMM 102-Honors Students) Communication Principles

The Individual and the Social Environment (9 hours)

- *PSY 201 General Psychology
- *KINS 101 (2 hours) Kinesiology Activity
- *KINS activity (1 hour) Kinesiology Activity
- *ENG 111 or 113 Composition I (ENG 113 required for licensure)
- *ENG 211 Composition II
- COMM 101 (COMM 102-Honors Students) Communication Principles

The Natural World (9 hours) (MATH ACT <19 or SAT <450 take MATH 100; ACT 19-21 or SAT 450-510 or C in MATH 100 take MATH 105; ACT 22 or more or SAT 510 or more or C in MATH 105 take MATH 151 or higher)

- *BIOL 111 or BIOL 113 General Biology or Human Structure & Function (or any BIOL course numbered 111 or higher, except 254, 408, & 440)
- *MATH 151 or Higher College Algebra or Statistics (or any MATH course numbered higher than 151, except 241, 242, 270 & 290)

One of the following:
- *PHS 111, 112, 113, 115, *116, 117, or 118 Physical Sciences (*CHEM 114, CHEM 121, CHEM 125, PHYS 201 or 211 may also meet this requirement)

The Creative Spirit (6 hours)

- *ART 101 Art Appreciation
- *MUS 101 Music Appreciation
- *THEA 101 Theatre Appreciation

The Historical Perspective (6 hours)

- *HIST 101 or 102 American History
- *HIST 101 or 102 World History

Global Perspectives (6 hours) (Waived for International Students, but these 6 hours must be replaced to meet graduation requirements)

All majors in FCS must take FCS 205 which fulfills 3 hours of the global perspectives requirement.

- *FCS 205 Families in Global Society
- ANTH 250 Cultural Anthropology
- ART 434 Oriental, African, and Oceanic Art History
- BHIS 345 Living World Religions
- BHIS 347 and BHIS 348 Biblical Archaeology Practicum and Archaeology and Geography of Israel
- BIOL 250 Environmental Science
- BMIS 280, 386, 387, 388 (Choose 1) Bible/Missions
- CSD 275 & CSD 277 American Sign Language I & II
- ENGR 330 & ENGR 331 Engineering Service Project I & II
- FIN 435 International Finance
- GEDV 302 Economic Development Theory
- GEOG 302 or 303 (Choose 1) Regional Geography
- HIST 209, 211, 213 or 215 (Choose 1) History & Culture
- HNRS 204 The Human Situation II: Social Systems
- HUM 201 International Studies-during semester abroad
- HUM 273 World Civilization/Humanities-during semester abroad
- IB 325 Global Business Environment
- IB 345 International Business
- INST 320 Independent Study Abroad
- KINS 320 Sports from a Global Perspective
- MGRK 100 Modern Greek (If taken at HUG)
- MUS 324 World Music
- MURS (or PPHS) 305 or 413 (Choose 1) Culture of Poverty or Health Care Missions
- MURS 344 Health Care Missions Practicum
- NURS 342 International Relations
- SOCS 301 Global Issues
- SWK 360 International Social Work
- THEA 306 Contemporary World Drama

*CLEP credit available: You should consider taking CLEP if your ACT score is 27 or higher or if your SAT score is 1200 or higher.

1 May count for up to 6 hours of Global Perspectives. 2 Either ANTH 250 or BMIS 386 may count as global perspectives but not both. BMIS 386 is recommended for Bible majors only. 3 BIOL 250 will satisfy either The Natural World or Global Perspectives but not both. 4 Both courses must be taken to count for Global Perspectives. 5 Only 3 hours may count for Global Perspectives.
Certification
Child life specialists are skilled professionals. They adhere to a code of ethics and standards established by the Child Life Council, a national professional organization which also administers the rigorous process for obtaining the Certified Child Life Specialist (CCLS) credential. All Certified Child Life Specialists must complete a supervised 480-hour clinical internship, pass an examination, and adhere to a minimum standard for continued professional development in order to maintain their certification.

Description of Major
This degree plan offers a strong background in child development and family systems. The course content for this program aims to promote effective coping through play, preparation, education, and self-expression activities appropriate for children. Many of the courses include applications not only for clinical hospital settings, but for other facets of the field such as court and foster care systems, trauma teams, bereavement support services, and others. This degree plan also involves an intense study of family-centered care in a variety of settings. A practicum experience where students choose a healthcare program from which to gain first hand exposure to the field is required.

Outside the Classroom
Students are encouraged to join the American Association of Family and Consumer Sciences and the Arkansas Affiliate. This student organization sponsors trips to state and national conferences where students can interact with professionals in the field. High-achieving students may be selected for membership in Kappa Omicron Nu, an honorary society that recognizes scholarship in the field of family and consumer sciences. Harding’s chapter of KON is Nu Delta. The professional associations and honor societies provide excellent opportunities for students to develop leadership skills.
Bachelor of Sciences Degree

Child Life

(CHLF)

<table>
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<tr>
<th>REQUIREMENTS</th>
<th>HOURS</th>
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<tr>
<td>Liberal Arts:</td>
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<tr>
<td>Student must take PSY 201, SOC 203, and FCS 205. These are counted in the hours required for the major.</td>
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<td>FCS Program Foundations:</td>
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<td>FCS 100, 205, 400</td>
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<tr>
<td>Family and Consumer Sciences Core:</td>
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<td>BDOC 354, FCS 251, 267 (must be taken for 3 credit hours to meet program requirements), 322, 323, 330, 349, 352, 374, 375, 378, 391, 425, 426, 430; IS 101; PSY 201; SOC 203, 410; SWK 395, 402</td>
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<td>Electives:</td>
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<td>Remaining Bible:</td>
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<tr>
<td>TOTAL HOURS</td>
<td>128</td>
</tr>
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</table>

Employment Opportunities

Child life specialists are experts in child development who promote effective coping through play, preparation, education, and self-expression activities. They provide emotional support for families, and encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization. Understanding that a child’s wellbeing depends on the support of the family, child life specialists provide information, support and guidance to parents, siblings, and other family members. They also play a vital role in educating caregivers, administrators, and the general public about the needs of children under stress.

Examples of job titles include:

- Child Life Specialist
- Child Life Specialist I
- Child Life Assistant
- College/University Teacher
- Community Relations Representative
- Consultant
- Coordinator of Educational Programs
- Creative Arts/Child Life Pediatrics
- Crisis Nursery
- Curriculum Developer
- Director of Community Center
- Disability Counselor

JUST TO NAME A FEW!
# Degree Program

## Child Life

(CHLF)

Effective: Fall 2016

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>BNEW 111: Life and Teachings of Jesus (Gospels)</td>
<td>2 BNEW 113: Faith and Mission of the Church (Acts-Rev)</td>
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<td>ART/MUS/THEA 101: Art/Music/Theater Appreciation</td>
<td>3 FCS 205: Families in Global Society</td>
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<td>ENG 111: Composition I</td>
<td>3 KINS 101: Wellness</td>
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<td>COMM 101: Speech Communication</td>
<td>3 MATH 151 or Higher: College Algebra</td>
</tr>
<tr>
<td>FCS 100: FCS As a Profession</td>
<td>2 PSY 201: General Psychology</td>
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<tr>
<td>HIST 101 or 102: History to 1877 or since 1877</td>
<td>3 HIST 110 or 111: West Civilization to 1500 or since 1500</td>
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</table>

| **Second Year**                           | **Total**                                     |
| BOLD 203: Creation and Kingdom (Genesis-Esther) | 2 BOLD 207: Wisdom and Prophets (Job-Malachi) | 2 |
| FCS 251: Family Relationships              | 3 IS 101: Intro to Info Systems               | 3 |
| SOC 203: General Sociology                 | 3 BIOL 111 or 113: Gen Biology or Human Structure/Function | 3 |
| ENG 211: Composition II                    | 3 ENG 201 or 202: World Lit I or II           | 3 |
| FCS 322: Guidance in Early Childhood       | 3 KINS ACT                                     | 1 |
| Physical Science 111, 112, 113, 114, 115, 116, 117 or 118 | 3 *Global Perspective | 3 |
| **Total**                                  | **Total**                                     |
| 17                                        | 15                                           |

| **Third Year**                            | **Total**                                     |
| Bible                                     | 2 Bible                                       | 2 |
| FCS 375: Child Life Theory and Practice   | 2 FCS 323: Lifespan Development               | 3 |
| FCS 349: Pediatric Nutrition              | 3 Electives                                   | 3 |
| SWK 395: Child Abuse and Neglect          | 3 FCS 267: Field Experience                   | 3 |
| FCS 352: Infant/Toddler Educare           | 3 FCS 330: Medical Terminology                | 1 |
| FCS 391: Consumer Education               | 3 FCS 378: Expressive Play Therapy            | 3 |
| **Total**                                  | **Total**                                     |
| 16                                        | 15                                           |

| **Fourth Year**                           | **Total**                                     |
| Bible                                     | 2 BDOC 354: Contemporary Christian Ethics      | 3 |
| Electives                                 | 6 FCS 426: Human Sexuality                    | 3 |
| FCS 430: Parenting                        | 3 FCS 425: Administration of Early Childhood Programs | 3 |
| SWK 410: Human Diversity                  | 3 Electives                                   | 3 |
| FCS 374: Child Life Practicum             | 3 SWK 402: Death, Loss and Grief              | 3 |
|                                            | FCS 400: Professional Image Development       | 1 |
| **Total**                                  | **Total**                                     |
| 17                                        | 16                                           |
Harding University – Liberal Arts Program
Required of all students – 53 hours

Spiritual and Moral Values (8 hours) [Transfers w/>27 hours take BNEW 311 (3), BOLD 302 (3), BNEW or BOLD Upper Level Elective (2)]
Required of Incoming Freshmen:
- BNEW 111 (Fall Semester) Life and Teachings of Jesus
- BNEW 113 (Spring Semester) Faith and Mission of the Church

Required of Sophomores:
- BOLD 203 (Fall Semester) Creation and Kingdom
- BOLD 207 (Spring Semester) Wisdom and Prophets

Communication and Critical Thinking (9 hours) [ENG ACT score <18 or SAT < 440 must take ENG 100; "C" or better required in ENG 111 or 113]
- *ENG 111 or 113 Composition I (ENG 113 required for licensure)
- ENG 211 Composition II
- COMM 101 (COMM 102-Honors Students) Communication Principles

The Individual and the Social Environment (9 hours)
- *PSY 201 General Psychology
- KINS 101 (2 hours) Wellness
- KINS activity (1 hour) Kinesiology Activity

The Natural World (9 hours) [MATH ACT <19 or SAT <450 take MATH 100; ACT 19-21 or SAT 450-510 or C in MATH 100 take MATH 105; ACT 22 or more or SAT 510 or more or C in MATH 105 take MATH 151 or higher]
- *BIOL 111 or BIOL 113 General Biology or Human Structure & Function (or any BIOL course numbered 111 or higher, except 254, 408, & 440)
- *MATH 151 or MATH 200 College Algebra or Statistics (or any MATH course numbered higher than 151, except 241, 242, 270 & 290)

One of the following:
- PHS 111, 112, 113, 115, *116, 117, or 118 Physical Sciences (*CHEM 114, CHEM 121, CHEM 125, PHYS 201 or 211 may also meet this requirement)

The Creative Spirit (6 hours)
One of the following:
- *ART 101 Art Appreciation
- *MUS 101 Music Appreciation
- *THEA 101 Theatre Appreciation

The Historical Perspective (6 hours)
- *HIST 101 or 102 American History
- *HIST 110 or 111 Western Civilization

Global Perspectives (6 hours) [Waived for International Students, but these 6 hours must be replaced to meet graduation requirements]
All majors in FCS must take FCS 205 which fulfills 3 hours of the global perspective requirement.
- FCS 205 Families in Global Society
- Modern Foreign Language 1
- ANT 250 2 Cultural Anthropology
- ART 434 Oriental, African, and Oceanic Art History
- BHIS 345 Living World Religions
- BHIS 347 and BHIS 348 Biblical Archeology Practicum and Archaeology and Geography of Israel
- BIOL 250 3 Environmental Science
- BMIS 280, 386 2, 387, 388 (Choose 1) Bible/Missions
- CSD 275 & CSD 277 American Sign Language I & II
- ENGR 330 & ENGR 331 4 Engineering Service Project I & II
- FIN 435 International Finance
- GEDV 302 Economic Development Theory
- GEOG 302 or 303 (Choose 1) Regional Geography
- HIST 209, 211, 213 or 215 (Choose 1) History & Culture
- HNRS 204 The Human Situation II: Social Systems
- HUM 201 International Studies-during semester abroad
- HUM 273 5 World Civilization/Humanities-during semester abroad
- IB 325 Global Business Environment
- IB 345 International Business
- INST 310 1 Independent Study Abroad
- KINS 320 Sports from a Global Perspective
- MGRK 100 Modern Greek (If taken at HUG)
- MUS 324 World Music
- NURS (or PPHS) 305 or 413 (Choose 1) Culture of Poverty or Health Care Missions
- NURS 344 5 Health Care Missions Practicum
- POLS 202 International Relations
- SOCS 301 Global Issues
- SWK 360 International Social Work
- THEA 306 Contemporary World Drama

*CLEP credit available: You should consider taking CLEP if your ACT score is 27 or higher or if your SAT score is 1200 or higher.
1May count for up to 6 hours of Global Perspectives  2 Either ANTH 250 or BMIS 386 may count as global perspectives but not both.  BMIS 386 is recommended for Bible majors only.  3 BIOL 250 will satisfy either The Natural World or Global Perspectives but not both.  4 Both courses must be taken to count for Global Perspectives.  5 Only 3 hours may count for Global Perspectives.
Harding University
Family and Consumer Sciences
Department of Family and Consumer Sciences
College of Sciences

Degree: B.S. in Family and Consumer Sciences

Contact:
Rebecca Teague, M.S.E., CFLE
Department of Family and Consumer Sciences
HU Box 12233
915 East Market Street
Searcy, AR 72149-2233

Phone: 501.279.4112
E-mail: rteague@harding.edu

Description of Major
The Family and Consumer Sciences Degree prepares professionals for generalist careers in a diversity of settings. Graduates are well trained in the holistic approach to empowering individuals, families and communities in the context of the basic human needs of food, clothing, shelter and relationships. Included in the degree are courses in all subject matter specialties: food and nutrition, child development and family life, apparel and textiles, housing and interiors, consumer education and resource management. Electives in the degree allow the student to readily choose a supporting minor or greater depth in one or more areas of family and consumer sciences. The FCS Degree prepares students to provide informed leadership for the world around them to make a difference in the quality of life for all. Students who have a desire to pursue a non-traditional career will find this degree versatile and conducive to charting their own unique professional path.

Outside the Classroom
Students are encouraged to join the American Association of Family and Consumer Sciences and the Arkansas Affiliate. This student organization sponsors trips to state and national conferences where students can interact with professionals in the field. High-achieving students may be selected for membership in Kappa Omicron Nu, an honorary society that recognizes scholarship in the field of family and consumer sciences. Harding’s chapter of KON is Nu Delta. The professional associations and honor societies provide excellent opportunities for students to develop leadership skills.
# Bachelor of Sciences Degree

## Family and Consumer Sciences Major (FCS)

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>50</td>
</tr>
<tr>
<td>FCS Program Foundations</td>
<td>6</td>
</tr>
<tr>
<td>FCS 100, 205, 400</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences Core</td>
<td>48</td>
</tr>
<tr>
<td>FCS 101, 102, 203, 240, 251, 267 (must be taken for 3 credit hours to meet program requirements), 311 or 413, 322, 323, 331, 340, 391, 405, 406, 430; IS 101</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>16</td>
</tr>
<tr>
<td>Remaining Bible</td>
<td>8</td>
</tr>
</tbody>
</table>

**TOTAL HOURS** 128

**Employment Opportunities**

Family and consumer sciences majors work in generalist positions in a variety of settings serving youth, adults, families, communities, or consumers, in business, government, churches, community agencies or educational institutions.

**Examples of job titles include:**

- Activities Director
- Adult Education Provider/Teacher
- After School Program Supervisor/Teacher
- Community Relations Representative
- Consumer Educator
- Cooperative Extension
- Domestic Violence Specialist
- Elder Care Director/Manager
- Entrepreneur
- Family Service Worker
- Government Affairs Specialist
- Life Skills Specialist
- Volunteer Coordinator
- Youth Service Field Director

*JUST TO NAME A FEW!*
## Degree Program

**Family and Consumer Sciences**
(FCS)

**Effective: Fall 2016**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>BNEW 111: Life and Teachings of Jesus (Gospels)</td>
<td>BNEW 113: Faith and Mission of the Church (Acts-Rev)</td>
</tr>
<tr>
<td>FCS 101: Clothing Concepts</td>
<td>PSY 201: General Psychology</td>
</tr>
<tr>
<td>ENG 111: Composition I</td>
<td>FCS 205: Families in Global Society</td>
</tr>
<tr>
<td>KINS 101: Wellness</td>
<td>HIST 110 or 111: West Civilization to 1500 or since 1500</td>
</tr>
<tr>
<td>FCS 100: FCS As a Profession</td>
<td>Physical Science 111, 112, 113, 114, 115, 116, 117 or 118</td>
</tr>
<tr>
<td>HIST 101 or 102: American History to or since 1877</td>
<td>ART/MUS/TEA 101: Art/Music/Theater Appreciation</td>
</tr>
<tr>
<td>Total 15</td>
<td>Total 17</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>BOLD 203: Creation and Kingdom (Genesis-Esther)</td>
<td>BOLD 207: Wisdom and Prophets (Job-Malachi)</td>
</tr>
<tr>
<td>FCS 251: Family Relationships</td>
<td>COMM 101: Communication Principles</td>
</tr>
<tr>
<td>FCS 102: Food Science</td>
<td>FCS 240: Family Resource Management</td>
</tr>
<tr>
<td>ENG 211: Composition II</td>
<td>ENG 201 or 202: World Lit I or II</td>
</tr>
<tr>
<td>KINS ACT</td>
<td>SOC 203: General Sociology</td>
</tr>
<tr>
<td>FCS 203: Textiles</td>
<td>IS 101: Intro to Info Systems</td>
</tr>
<tr>
<td>Total 15</td>
<td>Total 17</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td><strong>Third Year</strong></td>
<td></td>
</tr>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>FCS 322: Guidance in Early Childhood</td>
<td>FCS 323: Lifespan Development</td>
</tr>
<tr>
<td>FCS 331: Human Nutrition</td>
<td>Electives</td>
</tr>
<tr>
<td>*Global Perspective</td>
<td>FCS 267: Field Experience</td>
</tr>
<tr>
<td>BIOL 111 or 113: Gen Biology or Human Structure/Function</td>
<td>MATH 151 or higher: College Algebra</td>
</tr>
<tr>
<td>FCS 340: Family Financial Management</td>
<td></td>
</tr>
<tr>
<td>Total 17</td>
<td>Total 17</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>FCS 406: Home Furnishings</td>
<td>FCS 405: Housing Technology</td>
</tr>
<tr>
<td>FCS 430: Parenting</td>
<td>FCS 400: Professional Image Development</td>
</tr>
<tr>
<td>FCS 391: Consumer Education</td>
<td>FCS 311 or 413: Apparel Analysis or Adv Apparel Prod</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>Total 15</td>
<td>Total 15</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Harding University – Liberal Arts Program
Required of all students – 53 hours

**Spiritual and Moral Values (8 hours)** [Transfers w/>27 hours take BNEW 311 (3), BOLD 302 (3), BNEW or BOLD Upper Level Elective (2)]
- Required of Incoming Freshmen:
  - BNEW 111 (Fall Semester)  Life and Teachings of Jesus
  - BNEW 113 (Spring Semester)  Faith and Mission of the Church

- Required of Sophomores:
  - BOLD 203 (Fall Semester)  Creation and Kingdom
  - BOLD 207 (Spring Semester)  Wisdom and Prophets

**Communication and Critical Thinking (9 hours)** (ENG ACT score <18 or SAT < 440 must take ENG 100; “C” or better required in ENG 111 or 113)
- *ENG 111 or 113  Composition I (ENG 113 required for licensure)
- ENG 211  Composition II
- COMM 101 (COMM 102-Honors Students)  Communication Principles

**The Individual and the Social Environment (9 hours)**
- *PSY 201  General Psychology
- (FCS 323 required for teacher licensure)
- KINS 101 (2 hours)  Wellness
- KINS activity (1 hour)  Kinesiology Activity

**The Natural World (9 hours)** (MATH ACT <19 or SAT <450 take MATH 100; ACT 19-21 or SAT 450-510 or C in MATH 100 take MATH 105; ACT 22 or more or SAT 510 or more or C in MATH 105 take MATH 151 or higher)
- *BIOL 111 or BIOL 113  General Biology or Human Structure & Function (or any BIOL course numbered 111 or higher, except 254, 408, & 440)
- *MATH 151 or MATH 200  College Algebra or Statistics (or any MATH course numbered higher than 151, except 241, 242, 270 & 290)

One of the following:
- PHS 111, 112, 113, 115, *116, 117, or 118  Physical Sciences (*CHEM 114, CHEM 121, CHEM 125, PHYS 201 or 211 may also meet this requirement)

**The Creative Spirit (6 hours)**
One of the following:
- *ART 101  Art Appreciation
- *MUS 101  Music Appreciation
- *THEA 101  Theatre Appreciation

**The Historical Perspective (6 hours)**
- *HIST 101 or 102  American History
- (POL 305 or 306 (Choose 1))  Political Science

**Global Perspectives (6 hours)** (Waived for International Students, but these 6 hours must be replaced to meet graduation requirements)
All majors in FCS must take FCS 205 which fulfills 3 hours of the global perspective requirement.
- **FCS 205**  Families in Global Society
- Modern Foreign Language ¹
- ANTH 250 ²
- ART 434
- BHIS 345
- BHIS 347 and BHIS 348²
- BIOL 250 ³
- BMIS 280, 386, 387, 388 (Choose 1)  Bible/Missions
- CDS 275 & CDS 277
- ENGR 330 & ENGR 331 ⁴
- FIN 435
- GEDV 302
- GEOG 302 or 303 (Choose 1)  Regional Geography
- HIST 209, 211, 213 or 215 (Choose 1)  History & Culture
- HNRS 204  The Human Situation II: Social Systems
- HUM 201  International Studies-during semester abroad
- HUM 273 ⁴  World Civilization/Humanities-during semester abroad
- IB 325  Global Business Environment
- IB 345  International Business
- INST 310 ¹  Independent Study Abroad
- KINS 320  Sports from a Global Perspective
- MGRK 100  Modern Greek (If taken at HUG)
- MUS 324  World Music
- NURS (or PPHS) 305 or 413 (Choose 1)  Culture of Poverty or Health Care Missions
- NURS 344 ³  Health Care Missions Practicum
- POLS 202  International Relations
- SOCS 301  Global Issues
- SWK 360  International Social Work
- THEA 306  Contemporary World Drama

*CLEP credit available: You should consider taking CLEP if your ACT score is 27 or higher or if your SAT score is 1200 or higher.

¹ May count for up to 6 hours of Global Perspectives  ² Either ANTH 250 or BMIS 386 may count as global perspectives but not both. BMIS 386 is recommended for Bible majors only. ³ BIOL 250 will satisfy either The Natural World or Global Perspectives but not both. ⁴ Both courses must be taken to count for Global Perspectives. ⁵ Only 3 hours may count for Global Perspectives.
Harding University

Family and Consumer Sciences Education

Department of Family and Consumer Sciences
College of Sciences

Degree: B.S. in Family and Consumer Sciences Education

Contact:
Dr. Denise Fisher, CFCS, CFLE
Department of Family and Consumer Sciences
Box 12233, Harding University
Searcy, AR  72149-2233
Phone:  501.279.4472
E-mail: dfisher@harding.edu

Description of Major
The Family and Consumer Sciences Education program prepares students to teach in middle and secondary schools or adult and vocational-technical programs; graduates are also prepared for careers in Cooperative Extension, business, government, and the non-profit sector. Observation experiences and student teaching are required. The program meets the requirements for teacher licensure as set forth by the Arkansas State Department of Education and qualifies graduates to teach in secondary schools under the requirements of the Federal Vocational Acts.

Accreditation
The teacher education programs are accredited by the National Council for Accreditation of Teachers Education (NCATE) and approved by the Arkansas Department of Education.

Outside the Classroom
Students are encouraged to join the American Association of Family and Consumer Sciences and the Arkansas Affiliate. This student organization sponsors trips to state and national conferences where students can interact with professionals in the field. High-achieving students may be selected for membership in Kappa Omicron Nu, an honorary society that recognizes scholarship in the field of family and consumer sciences. Harding’s chapter of KON is Nu Delta. The professional associations and honor societies provide excellent opportunities for students to develop leadership skills.
Bachelor of Sciences Degree

Family and Consumer Sciences Education Major

(FCSE)

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts:</td>
<td>32</td>
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<tr>
<td>Student must take MATH 151 or 171; BIOL 113; POLS 205; ART 101; PHS 111, 112, 113, or 115 (not 116); FCS 323 in place of PSY 201/EDFD 203. FCS 205 meets 3 hours of the global literacy requirements. These are counted below in the hours required for the major.</td>
<td></td>
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<tr>
<td>FCS Program Foundations:</td>
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<tr>
<td>FCS 100, 205, 400</td>
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</tr>
<tr>
<td>Family and Consumer Sciences Core:</td>
<td>62</td>
</tr>
<tr>
<td>FCS 101, 102, 203, 240, 251, 311 or 413, 322, 323, 331,340, 391, 401, 405, 406, 430; ART 101; CHEM 114; MATH 151 or 171; BIOL 111 or 113; PHS 111, 112, 113 or 115; POLS 205</td>
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<tr>
<td>Licensure:</td>
<td>28</td>
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<tr>
<td>EDFD 200, 202, 311; SEED 314, 417, 424, 451, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.</td>
<td></td>
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<tr>
<td>Remaining Bible:</td>
<td>6</td>
</tr>
<tr>
<td>Bible is not required during the supervised teaching semester.</td>
<td></td>
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</tbody>
</table>

**TOTAL HOURS**

134

Employment Opportunities

Family and consumer sciences educators may work with youth or adults and have many different job titles. Currently, the nation is experiencing a severe shortage of family and consumer sciences teachers so employment opportunities are readily available.

**Examples of job titles include:**

- Consumer Affairs Director
- Consumer Affairs Manager
- Cooperative Extension FCS or 4-H Agent
- Educational Consultant
- Family Liaison
  - Housing Counselor
- Middle, junior or senior high school teacher
- Parent Educator/Coordinator
- Residential Manager
- Transition Coordinator
- Work-Life Manager

**JUST TO NAME A FEW!**

**Representative Employers:** Public and Private Schools, Businesses and Corporations, Nonprofit Organizations, Cooperative Extension Agencies, Local, State, or Federal Agencies, Youth Organizations, Consumer Affairs Organizations, Public Policy Organizations.
# Degree Program

## Family and Consumer Sciences Education (FCSE)

Effective: Fall 2016

<table>
<thead>
<tr>
<th>First Year</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>BNEW 111: Life and Teachings of Jesus (Gospels)</td>
<td>2</td>
</tr>
<tr>
<td>FCS 102: Food Science</td>
<td>3</td>
</tr>
<tr>
<td>ART 101: Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 113: Composition I and Grammar</td>
<td>3</td>
</tr>
<tr>
<td>KINS 101: Wellness</td>
<td>2</td>
</tr>
<tr>
<td>FCS 100: FCS As a Profession</td>
<td>2</td>
</tr>
<tr>
<td>Physical Science 111, 112, 113, 114, 115</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
<td><strong>Total 17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>BOLD 203: Creation and Kingdom (Genesis-Esther)</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 114: General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>FCS 203: Textiles</td>
<td>3</td>
</tr>
<tr>
<td>ENG 211: Composition II</td>
<td>3</td>
</tr>
<tr>
<td>EDFD 200 and 202: Chalk/Wire ePortfolio/Tch Prof:Fld Ex I</td>
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<tr>
<td>KINS ACT</td>
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<td><strong>Total 18</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Bible</td>
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<tr>
<td>FCS 401: Teaching Family &amp; Consumer Sciences</td>
<td>1</td>
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<tr>
<td>FCS 322: Guidance in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>HIST 110 or 111: Western Civilization to 1500 or from 1500</td>
<td>3</td>
</tr>
<tr>
<td>EDFD 311: Principles of Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>FCS 340: Family Financial Management</td>
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</tr>
<tr>
<td>SPED 418: Educating the Child w/Exceptionalities-Sec</td>
<td>2</td>
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<tr>
<td><strong>Total 17</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>Bible</td>
<td>2</td>
</tr>
<tr>
<td>FCS 406: Home Furnishings</td>
<td>3</td>
</tr>
<tr>
<td>FCS 391: Consumer Education</td>
<td>3</td>
</tr>
<tr>
<td>RDNG 415: Interdisciplinary Literacy</td>
<td>3</td>
</tr>
<tr>
<td>FCS 430: Parenting</td>
<td>3</td>
</tr>
<tr>
<td>FCS 400: Professional Image Development</td>
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<tr>
<td>SEED 424: Teaching Vocational FCS</td>
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<tr>
<td><strong>Total 18</strong></td>
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</tbody>
</table>
Harding University – Liberal Arts Program  
Required of all students – 53 hours

**Spiritual and Moral Values (8 hours)** [Transfers w/>27 hours take BNEW 311 (3), BOLD 302 (3), BNEW or BOLD Upper Level Elective (2)]

<table>
<thead>
<tr>
<th>Required of Incoming Freshmen:</th>
<th>Required of Sophomores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNEW 111 (Fall Semester)</td>
<td>BOLD 203 (Fall Semester)</td>
</tr>
<tr>
<td>Life and Teachings of Jesus</td>
<td>Creation and Kingdom</td>
</tr>
<tr>
<td>BNEW 113 (Spring Semester)</td>
<td>BOLD 207 (Spring Semester)</td>
</tr>
<tr>
<td>Faith and Mission of the Church</td>
<td>Wisdom and Prophets</td>
</tr>
</tbody>
</table>

**Communication and Critical Thinking (9 hours)** [ENG ACT score <18 or SAT < 440 must take ENG 100; “C” or better required in ENG 111 or 113]

- ENG 113: Composition I & Grammar (ENG 113 required for licensure)
- ENG 211: Composition II
- COMM 101 (COMM 102-Honors Students): Communication Principles

**The Individual and the Social Environment (9 hours)**

<table>
<thead>
<tr>
<th>FCS 323</th>
<th>Human Lifespan Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>*POLS 205</td>
<td>American National Government</td>
</tr>
<tr>
<td>KINS 101 (2 hours)</td>
<td>Wellness</td>
</tr>
<tr>
<td>KINS activity (1 hour)</td>
<td>Kinesiology Activity</td>
</tr>
</tbody>
</table>

**The Natural World (9 hours)** (MATH ACT <19 or SAT <450 take MATH 100; ACT 19-21 or SAT 450-510 or C in MATH 100 take MATH 105; ACT 22 or more or SAT 510 or more or C in MATH 105 take MATH 151 or higher)

- *BIOI 111 or BIOL 113: General Biology or Human Structure & Function (or any BIOL course numbered 111 or higher, except 254, 408, & 440)
- *MATH 151 or MATH 171: College Algebra or Precalculus

**The Creative Spirit (6 hours)**

| *ART 101                     | Art Appreciation          |

**The Historical Perspective (6 hours)**

<table>
<thead>
<tr>
<th>*HIST 101 or 102</th>
<th>American History</th>
</tr>
</thead>
<tbody>
<tr>
<td>*HIST 110 or 111</td>
<td>Western Civilization</td>
</tr>
</tbody>
</table>

**Global Perspectives (6 hours)** (Waived for International Students, but these 6 hours must be replaced to meet graduation requirements)

All majors in FCS must take FCS 205 which fulfills 3 hours of the global perspective requirement.

<table>
<thead>
<tr>
<th>FCS 205</th>
<th>Families in Global Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Foreign Language 1</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ANTH 250 2</td>
<td>Oriental, African, and Oceanic Art History</td>
</tr>
<tr>
<td>ART 434</td>
<td>Living World Religions</td>
</tr>
<tr>
<td>BHIS 345</td>
<td>Biblical Archeology Pracitcum and Archaeology and Geography of Israel</td>
</tr>
<tr>
<td>BHIS 347 and BHIS 348 5</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>BIOL 250 3</td>
<td>Bible/Missions</td>
</tr>
<tr>
<td>BMIS 280, 386 2, 387, 388 (Choose 1)</td>
<td>Engineering Service Project I &amp; II</td>
</tr>
<tr>
<td>CSD 275 &amp; CSD 277</td>
<td>American Sign Language I &amp; II</td>
</tr>
<tr>
<td>ENGR 330 &amp; ENGR 331 4</td>
<td>International Finance</td>
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<tr>
<td>ENGR 330 &amp; ENGR 331 4</td>
<td>Economic Development Theory</td>
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<tr>
<td>ENSW 302 or 303 (Choose 1)</td>
<td>Regional Geography</td>
</tr>
<tr>
<td>HIST 209, 211, 213 or 215 (Choose 1)</td>
<td>History &amp; Culture</td>
</tr>
<tr>
<td>HNRS 204</td>
<td>The Human Situation II: Social Systems</td>
</tr>
<tr>
<td>HUM 201</td>
<td>International Studies-during semester abroad</td>
</tr>
<tr>
<td>HUM 273 3</td>
<td>World Civilization/Humanities-during semester abroad</td>
</tr>
<tr>
<td>IB 325</td>
<td>Global Business Environment</td>
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<tr>
<td>IB 345</td>
<td>International Business</td>
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<tr>
<td>INST 310 1</td>
<td>Independent Study Abroad</td>
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<tr>
<td>KINS 320</td>
<td>Sports from a Global Perspective</td>
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<tr>
<td>MGRK 100</td>
<td>Modern Greek (If taken at HUG)</td>
</tr>
<tr>
<td>MUS 324</td>
<td>World Music</td>
</tr>
<tr>
<td>NURS (or PPHS) 305 or 413 (Choose 1)</td>
<td>Culture of Poverty or Health Care Missions</td>
</tr>
<tr>
<td>NURS 344 5</td>
<td>Health Care Missions Practicums</td>
</tr>
<tr>
<td>POLS 202</td>
<td>International Relations</td>
</tr>
<tr>
<td>SACS 301</td>
<td>Global Issues</td>
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<tr>
<td>SWK 360</td>
<td>International Social Work</td>
</tr>
<tr>
<td>THEA 306</td>
<td>Contemporary World Drama</td>
</tr>
</tbody>
</table>

*CLEP credit available: You should consider taking CLEP if your ACT score is 27 or higher or if your SAT score is 1200 or higher.

1 May count for up to 6 hours of Global Perspectives  
2 Either ANTH 250 or BMIS 386 may count as global perspectives but not both. **BMIS 386 is recommended for Bible majors only.**  
3 BIOL 250 will satisfy either The Natural World or Global Perspectives but not both.  
4 Both courses must be taken to count for Global Perspectives.  
5 Only 3 hours may count for Global Perspectives.
Harding University
Family Life Education
Department of Family and Consumer Sciences
College of Sciences

Degree: B.S. in Family Life Education

Contact:
Dr. Beth Wilson, CFCS, CFLE
Department of Family and Consumer Sciences
HU Box 12233
915 East Market Street
Searcy, AR  72149-2233
Phone: 501.279.4472
E-mail: bwilson@harding.edu

Description of Major
Family life Education focuses on healthy family functioning within a family systems perspective and provides a primarily preventive approach. The skills and knowledge needed for healthy functioning are widely known: strong communication skills, knowledge of typical human development, good decision-making skills, positive self-esteem, and healthy interpersonal relationships. The goal of family life education is to teach and foster this knowledge and these skills to enable individuals and families to function optimally. Family life education professionals consider societal issues including economics, education, work-family issues, parenting, sexuality, gender and more within the context of the family. They believe that societal problems such as substance abuse, domestic violence, unemployment, debt, and child abuse can be more effectively addressed from a perspective that considers the individual and family as part of larger systems. Knowledge about healthy family functioning can be applied to prevent or minimize many of these problems. Family life education provides this information through an education approach, often in a classroom-type setting or through educational materials. (NCFR, 2010)

Outside the Classroom
Students are encouraged to join the American Association of Family and Consumer Sciences and the Arkansas Affiliate. This student organization sponsors trips to state and national conferences where students can interact with professionals in the field. High-achieving students may be selected for membership in Kappa Omicron Nu, an honorary society that recognizes scholarship in the field of family and consumer sciences. Harding’s chapter of KON is Nu Delta. The professional associations and honor societies provide excellent opportunities for students to develop leadership skills.
Bachelor of Sciences Degree
Family Life Education Major
(FLED)

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts:</td>
<td>44</td>
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<tr>
<td>Student must take PSY 201, SOC 203, and FCS 205. These are counted below in the hours required for the major.</td>
<td></td>
</tr>
<tr>
<td>FCS Program Foundations:</td>
<td>6</td>
</tr>
<tr>
<td>FCS 100, 205, 400</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences Core:</td>
<td>63</td>
</tr>
<tr>
<td>BDOC 354; COMO 260; FCS 240, 251, 267 (Must be taken for 3 credit hours to meet program requirements), 322, 323, 331,340, 352, 391, 426, 427, 430; IS 101; POLS 205; PSY 201; SOC 203; SWK 345, 395, 410</td>
<td></td>
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<tr>
<td>Electives:</td>
<td>9</td>
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<tr>
<td>Remaining Bible:</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td>128</td>
</tr>
</tbody>
</table>

Employment Opportunities

Family life educators work in a variety of settings. They bring comprehensive family training to a myriad of employment sectors and job classifications. Often, CFLEs work in the following venues.

- **Practice**
  - Teaching
  - Education
  - Program or curricula development
- **Administration**
  - Leadership or management
  - Organizing
  - Coordinating
- **Promotion**
  - Public policy
  - Lobbying
  - Advocating for system change and awareness

Examples of job titles include:

- Family Advocate
- Geriatric Specialist
- Hospital Activity Therapist
- Family Life Assistant
- Head Start Regional Manager
- Independent Living Instructor
- Family Life Educator
- Head Start Regional Specialist
- Life Skills Specialist
- Family Program Coordinator
- Just to name a few!
## Degree Program

### Family Life Education (FLED)

Effective: Fall 2016

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>BNEW 111: Life and Teachings of Jesus (Gospels)</td>
<td>2</td>
</tr>
<tr>
<td>ART/MUS/THEA 101: Art/Music/Theater Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111: Composition I</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101: Communication Principles</td>
<td>3</td>
</tr>
<tr>
<td>FCS 100: FCS As a Profession</td>
<td>2</td>
</tr>
<tr>
<td>HIST 101 or HIST: American History to 1877 or since 1877</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
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<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>BOLD 203: Creation and Kingdom (Genesis-Esther)</td>
<td>2</td>
</tr>
<tr>
<td>FCS 251: Family Relationships</td>
<td>3</td>
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<tr>
<td>SOC 203: General Sociology</td>
<td>3</td>
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<tr>
<td>ENG 211: Composition II</td>
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<tr>
<td>KINS ACT</td>
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<td><strong>Third Year</strong></td>
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<tr>
<td>Bible</td>
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<tr>
<td>FCS 322: Guidance in Early Childhood</td>
<td>3</td>
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<tr>
<td>FCS 331: Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>FCS 340: Family Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>SWK 395: Child Abuse and Neglect</td>
<td>3</td>
</tr>
<tr>
<td>SWK 345: Gerontology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td>Bible</td>
<td>2</td>
</tr>
<tr>
<td>FCS 391: Consumer Education</td>
<td>3</td>
</tr>
<tr>
<td>FCS 430: Parenting</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>FCS 352: Infant/Toddler Educare</td>
<td>3</td>
</tr>
<tr>
<td>*Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
</tr>
</tbody>
</table>
Harding University – FCS Degree Program
Required of all students – 53 hours

Spiritual and Moral Values (8 hours) [Transfers w/>27 hours take BNEW 311 (3), BOLD 302 (3), BNEW or BOLD Upper Level Elective (2)]

Required of Incoming Freshmen:
- BNEW 111 (Fall Semester) Life and Teachings of Jesus
- BNEW 113 (Spring Semester) Faith and Mission of the Church

Required of Sophomores:
- BOLD 203 (Fall Semester) Creation and Kingdom
- BOLD 207 (Spring Semester) Wisdom and Prophets

Communication and Critical Thinking (9 hours) [ENG ACT score <18 or SAT < 440 must take ENG 100; “C” or better required in ENG 111 or 113]

- ENG 111 or 113 Composition I (ENG 113 required for licensure)
- ENG 211 Composition II

The Individual and the Social Environment (9 hours)

- PSY 201 General Psychology
- KINS 101 (2 hours) Wellness
- KINS activity (1 hour) Kinesiology Activity

The Natural World (9 hours) [MATH ACT <19 or SAT <450 take MATH 100; ACT 19-21 or SAT 450-510 or C in MATH 100 take MATH 105; ACT 22 or more or SAT 510 or more or C in MATH 105 take MATH 151 or higher]

- BIOL 111 or BIOL 113 General Biology or Human Structure & Function (or any BIOL course numbered 111 or higher, except 254, 408, & 440)
- MATH 151 or Higher College Algebra or Statistics (or any MATH course numbered higher than 151, except 241, 242, 270 & 290)

One of the following:
- PHS 111, 112, 113, 115, *116, 117, or 118 Physical Sciences (*CHEM 114, CHEM 121, CHEM 125, PHYS 201 or 211 may also meet this requirement)

The Creative Spirit (6 hours)

ONE of the following:
- ART 101 Art Appreciation
- MUS 101 Music Appreciation
- THEA 101 Theatre Appreciation

The Historical Perspective (6 hours)

- HIST 101 or 102 American History
- HUM 201 International Studies - during semester abroad
- INST 310 Independent Study Abroad
- MGRK 100 Modern Greek (If taken at HUG)
- MUS 324 World Music
- NURS (or PPHS) 305 or 413 (Choose 1) Culture of Poverty or Health Care Missions
- NURS 344 Health Care Missions Practicum
- POLS 202 International Relations

Global Perspectives (6 hours) (Waived for International Students, but these 6 hours must be replaced to meet graduation requirements)

All majors in FCS must take FCS 205 which fulfills 3 hours of the global perspective requirement.

- FCS 205 Families in Global Society
- ANTH 250 Cultural Anthropology
- ART 434 Oriental, African, and Oceanic Art History
- BHIS 345 Living World Religions
- BHIS 347 and BHIS 348 Biblical Archeology Practicum and Archaeology and Geography of Israel
- BIOL 250 Environmental Science
- BNEW 380, 386, 387, 388 (Choose 1) Environmental Science
- ENGR 330 & ENGR 331 Engineering Service Project I & II
- ENGR 332 International Finance
- GEOG 302 or 303 (Choose 1) Regional Geography
- HIST 209, 211, 213 or 215 (Choose 1) History & Culture
- HNRS 204 The Human Situation II: Social Systems
- HUM 201 International Studies-during semester abroad
- HUM 273 World Civilization/Humanities-during semester abroad
- IB 325 Global Business Environment
- IB 345 International Business
- INST 310 Independent Study Abroad
- KINS 320 Sports from a Global Perspective
- MGRK 100 Modern Greek (If taken at HUG)
- MUS 324 World Music
- NURS (or PPHS) 305 or 413 (Choose 1) Culture of Poverty or Health Care Missions
- NURS 344 Health Care Missions Practicum
- POLS 202 International Relations
- SOCS 301 Global Issues
- SWK 360 International Social Work
- THEA 306 Contemporary World Drama

*CLEP credit available: You should consider taking CLEP if your ACT score is 27 or higher or if your SAT score is 1200 or higher.

1 May count for up to 6 hours of Global Perspectives  2 Either ANTH 250 or BMIS 386 may count as global perspectives but not both.  BMIS 386 is recommended for Bible majors only.  3 BIOL 250 will satisfy either The Natural World or Global Perspectives but not both.  4 Both courses must be taken to count for Global Perspectives.  5 Only 3 hours may count for Global Perspectives.
Certification
Exists in some job fields in the fashion industry, for example, buyers, purchasers, store managers.

Description of Major
The apparel and textile industry is one of the largest employers in the nation. Fashion merchandising includes a study of product planning, development, marketing, and fashion merchandising consumer targeted goods for profit in a competitive market. The field seeks people who have knowledge of the fast-paced fashion world, and who also possess keen business skills. Graduates are in high demand and have excellent advancement opportunities.

Outside the Classroom
Students are encouraged to join the American Association of Family and Consumer Sciences and the Arkansas Affiliate. This student organization sponsors trips to state and national conferences where students can interact with professionals in the field. High-achieving students may be selected for membership in Kappa Omicron Nu, an honorary society that recognizes scholarship in the field of family and consumer sciences. Harding’s chapter of KON is Nu Delta. The professional associations and honor societies provide excellent opportunities for students to develop leadership skills.
Bachelor of Sciences Degree
Fashion Merchandising Major
(FMER)

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts:</td>
<td>41</td>
</tr>
<tr>
<td>Student must take ECON 201, CHEM 114, MATH 151, and FCS 205. These courses are counted in the hours required for the major.</td>
<td></td>
</tr>
<tr>
<td>FCS Program Foundations:</td>
<td>6</td>
</tr>
<tr>
<td>FCS 100, 205, 400</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences Core:</td>
<td>65</td>
</tr>
<tr>
<td>ACCT 205, BUS 435 (must be taken for 3 credit hours to meet program requirements), CHEM 114, COMM 177, ECON 201, FCS 101, FCS 203, FCS 260, FCS 261, FCS 263, FCS 267 (Must be taken for 3 credit hours to meet program requirements.), FCS 301 (this course must be taken twice for credit to meet program requirements), FCS 309, FCS 311, FCS 391, FCS 413, IS 101, MATH 151, MKTG 240, MKTG 331, FGT 368, PRS 336.</td>
<td></td>
</tr>
<tr>
<td>Electives:</td>
<td>10</td>
</tr>
<tr>
<td>Remaining Bible:</td>
<td>6</td>
</tr>
<tr>
<td>BUS 435, included in the core, satisfies the Bible requirement in the semester it is taken.</td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>128</td>
</tr>
</tbody>
</table>

Employment Opportunities

The world of fashion is not just one job, but actually a number of jobs.
- Fashion marketers generally work to get consumers interested in a fashion.
- Fashion merchandisers work at presenting clothing to stores.
- Fashion designers come up with latest trends, create and produce them for the runway.

Examples of job titles include:

- Product coordinator
- Marketing representative
- Assistant buyer
- Fashion coordinator
- Visual Merchandiser
- Sales Representative
- Manufacturer’s representative
- Fashion director
- Store Manager
- Costume designer

JUST TO NAME A FEW!
# Degree Program

## Fashion Merchandising

(FMER)

Effective: Fall 2016

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td><strong>Second Year</strong></td>
</tr>
<tr>
<td>BNEW 111: Life and Teachings of Jesus (Gospels)</td>
<td>2</td>
</tr>
<tr>
<td>FCS 101: Clothing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111: Composition I</td>
<td>3</td>
</tr>
<tr>
<td>KINS 101: Wellness</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 114: General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>FCS 100: FCS As a Profession</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

| **Total** | 16 | 17 |

| Second Year | **Third Year** |
| **Second Year** | **Third Year** |
| BOLD 203: Creation and Kingdom (Genesis-Esther) | 2 | Bible | 2 |
| FCS 203: Textiles | 3 | MKTG 240: Principles of Marketing | 3 |
| FCS 260: Visual Merchandising and Display Techniques | 3 | MKTG 331: Consumer Behavior | 3 |
| ENG 211: Composition II | 3 | FCS 263: Introduction into Retailing | 3 |
| ECON 201: Macroeconomics | 3 | *Global Perspectives | 3 |
| **Total** | **Total** | 17 | 16 |

| Total | 17 | 16 |

| **Fourth Year** | **Total** |
| **Fourth Year** | **Total** |
| Bible | 2 | BUS 435: Christian Business Ethics | 3 |
| FCS 391: Consumer Education | 3 | FCS 301: FMER Practicum & FCS 413: Adv Appl Production | 4 |
| MGT 368: Mgt & Organizational Behavior | 3 | FCS 267: Field Experience | 3 |
| Electives | 7 | FCS 400: Professional Image Development | 1 |
| **Total** | **Total** | 15 | 14 |
Harding University – Liberal Arts Program
Required of all students – 53 hours

**Spiritual and Moral Values (8 hours)** [Transfers with/over 27 hours take BNEW 311 (3), BOLD 302 (3), BNEW or BOLD Upper Level Elective (2)]

<table>
<thead>
<tr>
<th>Required of Incoming Freshmen:</th>
<th>Required of Sophomores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNEW 111 (Fall Semester)</td>
<td>BOLD 203 (Fall Semester)</td>
</tr>
<tr>
<td>BNEW 113 (Spring Semester)</td>
<td>BOLD 207 (Spring Semester)</td>
</tr>
<tr>
<td>Life and Teachings of Jesus</td>
<td>Creation and Kingdom</td>
</tr>
<tr>
<td>Faith and Mission of the Church</td>
<td>Wisdom and Prophets</td>
</tr>
</tbody>
</table>

**Communication and Critical Thinking (9 hours)**  
(ENG ACT score <18 or SAT < 440 must take ENG 100; “C” or better required in ENG 111 or 113)

<table>
<thead>
<tr>
<th>Required of Incoming Freshmen:</th>
<th>Required of Sophomores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENG 111 or 113</td>
<td>Composition I (ENG 113 required for licensure)</td>
</tr>
<tr>
<td>*ENG 211</td>
<td>Composition II</td>
</tr>
<tr>
<td>COMM 101 (COMM 102-Honors Students)</td>
<td>Communication Principles</td>
</tr>
</tbody>
</table>

**The Individual and the Social Environment (9 hours)**  

<table>
<thead>
<tr>
<th>Required of Incoming Freshmen:</th>
<th>Required of Sophomores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*PSY 201</td>
<td>General Psychology</td>
</tr>
<tr>
<td>*ECON 201</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>KINS 101 (2 hours)</td>
<td>Wellness</td>
</tr>
<tr>
<td>KINS activity (1 hour)</td>
<td>Kinesiology Activity</td>
</tr>
</tbody>
</table>

**The Natural World (9 hours)**  
(MATH ACT <19 or SAT <450 take MATH 100; ACT 19-21 or SAT 450-510 or C in MATH 100 take MATH 105; ACT 22 or more or SAT 510 or more or C in MATH 105 take MATH 151 or higher)

<table>
<thead>
<tr>
<th>Required of Incoming Freshmen:</th>
<th>Required of Sophomores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 111 or BIO 113</td>
<td>General Biology or Human Structure &amp; Function (or any BIOL course numbered 111 or higher, except 254, 408, &amp; 440)</td>
</tr>
<tr>
<td>*MATH 151</td>
<td>College Algebra</td>
</tr>
<tr>
<td>CHEM 114</td>
<td>General Chemistry</td>
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</tbody>
</table>

**The Creative Spirit (6 hours)**

<table>
<thead>
<tr>
<th>Required of Incoming Freshmen:</th>
<th>Required of Sophomores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ART 101</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>*MUS 101</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>*THEA 101</td>
<td>Theatre Appreciation</td>
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</table>

**The Historical Perspective (6 hours)**  

<table>
<thead>
<tr>
<th>Required of Incoming Freshmen:</th>
<th>Required of Sophomores:</th>
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</thead>
<tbody>
<tr>
<td>*HIST 101 or 102</td>
<td>American History</td>
</tr>
<tr>
<td>*HIST 110 or 111</td>
<td>Western Civilization</td>
</tr>
</tbody>
</table>

**Global Perspectives (6 hours)** (Waived for International Students, but these 6 hours must be replaced to meet graduation requirements)

All majors in FCS must take FCS 205 which fulfills 3 hours of the global perspectives requirement.

<table>
<thead>
<tr>
<th>Required of Incoming Freshmen:</th>
<th>Required of Sophomores:</th>
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</thead>
<tbody>
<tr>
<td>FCS 205</td>
<td>Families in Global Society</td>
</tr>
<tr>
<td>Modern Foreign Language ¹</td>
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<tr>
<td>ANTH 250 ²</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ART 434</td>
<td>Oriental, African, and Oceanic Art History</td>
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<tr>
<td>BHIS 345</td>
<td>Living World Religions</td>
</tr>
<tr>
<td>BHIS 347 and BHIS 348⁵</td>
<td>Biblical Archeology Practicum and Archaeology and Geography of Israel</td>
</tr>
<tr>
<td>BIOL 250 ³</td>
<td>Environmental Science</td>
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<tr>
<td>BMIS 280, 386 ², 387, 388 (Choose 1)</td>
<td>Bible/Missions</td>
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<tr>
<td>CSD 275 &amp; CSD 277</td>
<td>American Sign Language I &amp; II</td>
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<tr>
<td>ENGR 330 &amp; ENGR 331 ⁴</td>
<td>Engineering Service Project I &amp; II</td>
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<tr>
<td>FIN 435</td>
<td>International Finance</td>
</tr>
<tr>
<td>GEDV 302</td>
<td>Economic Development Theory</td>
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<tr>
<td>GEOG 302 or 303 (Choose 1)</td>
<td>Regional Geography</td>
</tr>
<tr>
<td>HIST 209, 211, 213 or 215 (Choose 1)</td>
<td>History &amp; Culture</td>
</tr>
<tr>
<td>HNRS 204</td>
<td>The Human Situation II: Social Systems</td>
</tr>
<tr>
<td>HUM 201</td>
<td>International Studies-during semester abroad</td>
</tr>
<tr>
<td>HUM 273 ⁵</td>
<td>World Civilization/Humanities-during semester abroad</td>
</tr>
<tr>
<td>IB 325</td>
<td>Global Business Environment</td>
</tr>
<tr>
<td>IB 345</td>
<td>International Business</td>
</tr>
<tr>
<td>INST 310 ¹</td>
<td>Independent Study Abroad</td>
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<tr>
<td>KINS 320</td>
<td>Sports from a Global Perspective</td>
</tr>
<tr>
<td>MGRK 100</td>
<td>Modern Greek (If taken at HUG)</td>
</tr>
<tr>
<td>MUS 324</td>
<td>World Music</td>
</tr>
<tr>
<td>NURS (or PPHS) 305 or 413 (Choose 1)</td>
<td>Culture of Poverty or Health Care Missions</td>
</tr>
<tr>
<td>NURS 344 ³</td>
<td>Health Care Missions Practicum</td>
</tr>
<tr>
<td>POLS 202</td>
<td>International Relations</td>
</tr>
<tr>
<td>SOCS 301</td>
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</tr>
</tbody>
</table>

*CLEP credit available: You should consider taking CLEP if your ACT score is 27 or higher or if your SAT score is 1200 or higher.

¹ May count for up to 6 hours of Global Perspectives  ² Either ANTH 250 or BMIS 386 may count as global perspectives but not both. **BMIS 386 is recommended for Bible majors only.** ³ BIOL 250 will satisfy either The Natural World or Global Perspectives but not both. ⁴ Both courses must be taken to count for Global Perspectives. ⁵ Only 3 hours may count for Global Perspectives.
Harding University
Didactic Program in Nutrition and Dietetics

Department of Family and Consumer Sciences
College of Sciences

Degree: B.S. in Nutrition and Dietetics

Contact:
Dr. Lisa Ritchie, RD, LD
Department of Family and Consumer Sciences
HU Box 12233
915 East Market Street
Searcy, AR  72149-5615
Phone:  501.279.4677
E-mail: lritchie@harding.edu

Becoming a Registered Dietitian
The Didactic Program in Nutrition and Dietetics is the first step in the process of becoming a registered dietitian (RDN). Upon graduation, the student will receive verification that they have completed the foundation knowledge and skills required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

In order to become a registered dietitian, the student will take the next step in the process. This step involves completion of a supervised practice program in order to be eligible to take the national Registration Examination for Dietitians.

Mission of the Didactic Program in Nutrition and Dietetics
The mission of the Didactic Program in Nutrition and Dietetics at Harding University is to provide an academically challenging program, consistent with Christian ideals, as the students’ first step toward becoming Registered Dietitians. This program prepares graduates for success in supervised practice, advanced study, and careers in nutrition and dietetics.

Goals of the Didactic Program in Nutrition and Dietetics
The Didactic Program in Nutrition and Dietetics will produce graduates that:

1. Have the foundation knowledge for entry into ACEND (Accreditation Council for Education in Nutrition and Dietetics) accredited post-baccalaureate supervised practice programs.
2. Possess the foundation skills for entry into ACEND (Accreditation Council for Education in Nutrition and Dietetics) accredited post-baccalaureate supervised practice programs.
   3. Have a solid foundation for advanced studies.
   4. Find employment.

Accreditation
The Didactic Program in Nutrition and Dietetics at Harding University is accredited by the Accreditation Council for Education in Nutrition and Dietetics, the accrediting agency for the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois  60606-6995, (800) 877-1600, ext. 5400.

Information about expenses, admissions policies and procedures, academic calendar, and requirements for graduation are available in the Didactic Program in Nutrition and Dietetics (DPND) Handbook and also in the Harding University Undergraduate Catalog 2013-2014, available at http://harding.catalog.acalog.com/index.php
Bachelor of Sciences Degree
Nutrition and Dietetics Major
(NTDT)

REQUIREMENTS

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts:</td>
<td></td>
</tr>
<tr>
<td>Student must take MATH 151 and MATH 200; BIOL 113; POLS 205; PSY 201. These are counted below in the hours required for the major. Do not take PHS 111, 112, 113, PHS 115, PHS 116. The liberal arts requirement for PHS is satisfied by CHEM 121, also counted below in the hours required for the major.</td>
<td>35</td>
</tr>
<tr>
<td>FCS Program Foundations:</td>
<td>6</td>
</tr>
<tr>
<td>FCS 100, 205, 400</td>
<td></td>
</tr>
<tr>
<td>Nutrition and Dietetics Core:</td>
<td>81</td>
</tr>
<tr>
<td>FCS 102, 240, 300, 331, 380, 415, 420, 424, 431, 433, 434, 435, 436, 461; BIOL 113, 271; CHEM 121, 122, 215, 216, 324; IS 101; MATH 151, 200; PSY 201; POLS 205; KINS 407 or EXSS 411; MKTG 240</td>
<td></td>
</tr>
<tr>
<td>Remaining Bible:</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>130</td>
</tr>
</tbody>
</table>

Outside the Classroom
Students are encouraged to become members of the Academy of Nutrition and Dietetics and the Harding University Student Dietetic Association. This student organization sponsors trips to state and national conferences where students can interact with professionals in the field. This group is also involved in nutrition-related service activities on campus and in the community. High-achieving students may be selected for membership in Kappa Omicron Nu, an honorary society that recognizes scholarship in the field of family and consumer sciences. Harding’s chapter of KON is Nu Delta. The professional associations and honor societies provide excellent opportunities for students to develop leadership skills.

Employment Opportunities
Graduates with a BS degree in nutrition and dietetics may take the credentialing exam to become Dietetic Technicians, Registered (DTR), and work as agents or nutrition specialists with the Cooperative Extension Service, or work as nutritionists with the Special Supplemental Food Program for Women, Infants, and Children (WIC). Other possibilities include careers in product development, communication and marketing, foodservice management, foodservice purchasing, or catering.

Registered dietitians (RDs) find employment in a wide range of settings, including:

- Health care facilities such as hospitals or clinics
- Business and industry, working in food/nutrition product development, marketing, or communications
- Community or public health facilities
- Universities, as nutrition educators
- Research with food companies, pharmaceutical companies, or colleges, universities, and hospitals
- Government agencies
- Private practice

Harding is committed to the policy of providing equal opportunity for all persons and does not discriminate in admissions, programs, or any other educational functions and services on the basis of race, color, creed, national origin, sex, age, veteran status, religion or disability to those who meet its admission criteria and are willing to uphold its values as stated in the Code of Conduct. Based upon this commitment, Harding follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Harding is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admission policies, treatment of students, employment practices or educational programs except as required by religious tenets of the churches of Christ.
# Degree Program for Nutrition and Dietetics (NTDT)

**Effective: Fall 2016**

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td><strong>Second Year</strong></td>
</tr>
<tr>
<td>BNEW 111: Life and Teachings of Jesus</td>
<td>BNEW 113: Faith and Mission of the Church</td>
</tr>
<tr>
<td>FCS 102: Food Science</td>
<td>ENG 111I or 113I: Composition I</td>
</tr>
<tr>
<td>HIST 101 or 102: American History to/since 1877</td>
<td>PSY 201: General Psychology</td>
</tr>
<tr>
<td>BIOL 113: Human Structure and Function</td>
<td>MATH 151: College Algebra**</td>
</tr>
<tr>
<td>ART/MUS/THEA 101: Art/Music/Theater Appreciation</td>
<td>FCS 100: Family and Consumer Sciences as a Profession</td>
</tr>
<tr>
<td>COMM 101: Communication Principles</td>
<td>HIST 110 or 111I: Western Civilization I or II</td>
</tr>
<tr>
<td><strong>Total 17</strong></td>
<td><strong>Total 16</strong></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td><strong>Fourth Year</strong></td>
</tr>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>CHEM 215, 216: Organic and Biological Chemistry and Lab**</td>
<td>ENG 201 or 202: World Literature I or II</td>
</tr>
<tr>
<td>FCS 331: Human Nutrition</td>
<td>BIOL 271: Microbiology **</td>
</tr>
<tr>
<td>FCS 300: Dietetics Practicum**</td>
<td>FCS 436: Food Service Systems Management</td>
</tr>
<tr>
<td>FCS 380: Community Nutrition**</td>
<td>FCS 330: Medical Terminology</td>
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<tr>
<td>MKTG 240: Marketing</td>
<td>KINS 407 Exercise Physiology or EXSS 411: Physiology of Exercise **</td>
</tr>
<tr>
<td><strong>Total 16</strong></td>
<td><strong>Total 17</strong></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td><strong>Total 15</strong></td>
</tr>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>Global Perspectives*</td>
<td>FCS 431: Advanced Nutrition</td>
</tr>
<tr>
<td>FCS 400: Professional Image Development</td>
<td>FCS 424: Pathophysiology and Nutrition Care</td>
</tr>
<tr>
<td>FCS 420: Medical Nutrition Therapy</td>
<td>FCS 434: Food Service Purchasing</td>
</tr>
<tr>
<td>FCS 433: Advanced Food Science**</td>
<td>FCS 415: Nutrition Education **</td>
</tr>
<tr>
<td>CHEM 310: General Biochemistry or CHEM 324: Biochemistry I**</td>
<td>FCS 435: Quantity Food Production**</td>
</tr>
<tr>
<td><strong>Total 15</strong></td>
<td><strong>Total 16</strong></td>
</tr>
</tbody>
</table>

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## **DPND Course**

<table>
<thead>
<tr>
<th><strong>Pre-Req(s)</strong></th>
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</thead>
<tbody>
<tr>
<td>Consent of the dietetics program director and purchase of liability insurance through Harding University</td>
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<tr>
<td>FCS 331: Human Nutrition</td>
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<tr>
<td>FCS 331: Human Nutrition</td>
</tr>
<tr>
<td>FCS 102: Food Science, CHEM 121: College Chemistry I, and CHEM 122: College Chemistry II</td>
</tr>
<tr>
<td>FCS 102: Food Science, CHEM 215: Organic and Biological Chemistry, CHEM 216: Organic and Biological Chemistry Lab (pre-or co-requisite), and MATH 200: Statistics</td>
</tr>
<tr>
<td>BIOL 271: Microbiology (pre-or co-requisite)</td>
</tr>
<tr>
<td>CHEM 121: College Chemistry I: Math ACT subscore of 23 or higher (SAT 570), or credit in MATH 151: College Algebra, or MATH 171: College Algebra and Trigonometry, or MATH 201: Analytics and Calculus I or higher</td>
</tr>
<tr>
<td>CHEM 121: College Chemistry I with a grade of &quot;C&quot; or higher</td>
</tr>
<tr>
<td>CHEM 121: College Chemistry I, with minimum grade of C or satisfactory score on departmental placement exam</td>
</tr>
<tr>
<td>CHEM 122: College Chemistry II, and CHEM 215: Organic and Biological Chemistry, or CHEM 249: Organic Chemistry with grade of C or higher</td>
</tr>
<tr>
<td>MATH 105: Intermediate Algebra with a &quot;C&quot; or higher or a score of 22 or higher on the Math ACT (SAT 510)</td>
</tr>
<tr>
<td>BIOL 113: Human Structure and Function, or BIOL 249: Anatomy and Physiology I (EXSS 411 also requires CHEM 114 or higher)</td>
</tr>
</tbody>
</table>
Spiritual and Moral Values (8 hours) [Transfers w/>27 hours take BNEW 311 (3), BOLD 302 (3), BNEW or BOLD Upper Level Elective (2)]

Required of Incoming Freshmen:
- ☐ BNEW 111 (Fall Semester) Life and Teachings of Jesus
- ☐ BNEW 113 (Spring Semester) Faith and Mission of the Church

Required of Sophomores:
- ☐ BOLD 203 (Fall Semester) Creation and Kingdom
- ☐ BOLD 207 (Spring Semester) Wisdom and Prophets

Communication and Critical Thinking (9 hours) [ENG ACT score <18 or SAT < 440 must take ENG 100; “C” or better required in ENG 111 or 113]

☐ ENG 111 or 113 Composition I
☐ ENG 211 Composition II
☐ COMM 101 (COMM 102-Honors Students) Communication Principles

The Individual and the Social Environment (9 hours)

☐ PSY 201 General Psychology
☐ KINS 101 (2 hours) Wellness
☐ POLS 205 American National Government
☐ KINS activity (1 hour) Kinesiology Activity

The Natural World (9+ hours) [MATH ACT <19 or SAT <450 take MATH 100; ACT 19-21 or SAT 450-510 or C in MATH 100 take MATH 105; ACT 22 or SAT 510 take MATH 151 or higher; ACT of 23 or higher or SAT of 570 will not need MATH 151]

☐ BIOL 113 Human Structure & Function
☐ MATH 151 College Algebra (required as a pre-requisite for CHEM 121; see note, above)
☐ MATH 200 Elementary Statistics
☐ CHEM 121 College Chemistry I

The Creative Spirit (6 hours)

One of the following:
- ☐ ART 101 Art Appreciation
- ☐ MUS 101 Music Appreciation
- ☐ THEA 101 Theatre Appreciation

One of the following:
- ☐ ENG 201 World Literature I
- ☐ ENG 202 World Literature II

The Historical Perspective (6 hours)

☐ HIST 101 or 102 American History
☐ HIST 110 or 111 Western Civilization

*Global Perspectives (6 hours) (Waived for International Students, but these 6 hours must be replaced to meet graduation requirements)

All majors in FCS must take FCS 205 which fulfills 3 hours of the global Perspective requirement.

☐ FCS 205 Families in Global Society
- Modern Foreign Language:
- ANTH 250 Cultural Anthropology
- ART 434 Oriental, African, and Oceanic Art History
- BHIS 345 Living World Religions
- BHIS 347 and BHIS 348 Biblical Archeology Pracuticum and Archaeology and Geography of Israel
- BIOL 250 Environmental Science
- BMIS 280, 386, 387, 388 (Choose 1) Bible/Missions
- CSD 275 & CSD 277 American Sign Language I & II
- ENGR 330 & ENGR 331 Engineering Service Project I & II
- FIN 435 International Finance
- GEDV 302 Economic Development Theory
- GEOG 302 or 303 (Choose 1) Regional Geography
- HIST 209, 211, 213 or 215 (Choose 1) History & Culture
- HNRS 204 The Human Situation II: Social Systems
- HUM 201 International Studies-during semester abroad
- HUM 273 World Civilization/Humanities-during semester abroad
- IB 325 Global Business Environment
- IB 345 International Business
- INST 310 Independent Study Abroad
- KINS 320 Sports from a Global Perspective
- MGRK 100 Modern Greek (if taken at HUG)
- MUS 324 World Music
- NURS (or PPHS) 305 or 413 (Choose 1) Culture of Poverty or Health Care Missions
- NURS 344 Health Care Missions Practicum
- POLS 202 International Relations
- SOCS 301 Global Issues
- SWK 360 International Social Work
- THEA 306 Contemporary World Drama

CLEP credit available: You should consider taking CLEP if your ACT score is 27 or higher or if your SAT score is 1200 or higher.

- May count for up to 6 hours of Global Perspectives. • Either ANTH 250 or BMIS 386 may count as global perspectives but not both. • BMIS 386 is recommended for Bible majors only. • BIOL 250 will satisfy either The Natural World or Global Perspectives but not both. • Both courses must be taken to count for Global Perspectives. • Only 3 hours may count for Global Perspectives.
Appendix C
FCS Faculty and Staff
Faculty and Staff

Denise Fisher, Ph.D., CFCS, CFLE, CPFFE
Associate Professor and Chair

Elizabeth K. Wilson, Ed.D., CFCS, CFLE
Professor

Lisa Ritchie, Ed.D., R.D., L.D.
Director of Didactic Program in Nutrition and Dietetics
Associate Professor

Crystal Whittington, Ph.D., CFCS, CCLS, CFLE, CMI
Assistant Professor

Rebecca Teague, M.S.E., CFCS
ServSafe Food Protection Manager Certification, Certified ServSafe Instructor, Registered ServSafe Proctor
Assistant Professor

Rebecca Boaz, M.S.E., CFCS
Assistant Professor

Meredith Boutell, B.S.
Administrative Assistant