

2026 Catalog



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Harrison Middleton University 2026 Catalog
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Welcome

Harrison Middleton University, a nonprofit educational institution that specializes in distance learning, offers graduate education in the humanities focusing on the interplay of essential ideas and thinkers across history, the study of ancient and modern classics, and the methods of inquiry-based discussion.

We at Harrison Middleton University believe that the study of the liberal arts is both timeless and timely because it focuses on the central questions of human existence, lasting debates that bear directly on the problems we face today. And in a time when information of all kinds is increasingly fragmented, the study of ancient and modern classics provides a rich source of fundamental knowledge and unifying ideas.

In designing programs of study, students at Harrison Middleton University use primary sources drawn from leading academic publishers, including Britannica (*Great Books of the Western World*), Oxford University Press, Penguin Modern Library Classics, Penguin Nonfiction Classics, and W.W. Norton & Company.

Classic authors and their books speak to readers on multiple levels, raising questions and unresolved problems that through careful examination reveal a variety of independent yet complementary meanings. Whether epic poems or political treatises, and whether the subject matter is scientific, historical, or philosophical, the ideas investigated in each work are linked together across the centuries, as authors acknowledge, support, elaborate upon, respond to, and criticize each other's ideas. In this way, authors and books of rare influence, power, and originality enter an ongoing cultural conversation that communicates and advances humanistic values and beliefs. This intellectual and creative activity—a chorus of voices and words calling to each other across time—is sometimes referred to as the “Great Conversation,” an expression used to describe a continuum of thinkers and ideas that began in ancient civilizations. The “Great Conversation” also suggests the dialectical nature of a cultural tradition as made manifest in its writing, an ongoing discourse where thinkers respond to previous ideas and either discredit or build upon those ideas to create new and more complex concepts or themes.

As a student at Harrison Middleton University, you will enter this important conversation by learning the arts of close reading, careful questioning, and inquiry-based discussion. The goal is to gain knowledge of the past and reach for the best wisdom of all the ages, not only for intellectual enlightenment but for a deeper understanding of contemporary problems and a starting point for possible solutions.

☞The Mission of the University

This mission statement guides all programs of the university:

Harrison Middleton University is a great ideas, great works, great conversations, distance-learning university that offers graduate education in the humanities with concentrations in imaginative literature, natural science, philosophy and religion, and social science. Harrison Middleton University promotes student-faculty scholarship through research, discussion, and the development of collaborative publications.

☞The History of Harrison Middleton University

Harrison Middleton University, established in 1998, offers graduate and non-degree education in the humanities, including: Master of Arts, Doctor of Arts, Doctor of Education, and a Continuing Education Diploma in the humanities.

The Arizona State Board for Private Postsecondary Education (ppse.az.gov) granted The College of the Humanities and Sciences, Harrison Middleton University a Regular Degree License Number D1146 April 1, 2003.

Harrison Middleton University is accredited by the Distance Education Accrediting Commission (DEAC) (deac.org). The Commission awarded to Harrison Middleton University, which was initially accredited by DEAC as College of the Humanities and Sciences on January 10, 2003, its fifth consecutive renewal grant of accreditation on January 20, 2023. The institution will be considered for its next renewal of accreditation in January 2028.

Harrison Middleton University is an Arizona nonprofit corporation and is recognized by the Internal Revenue Service as a 501(c)(3) educational institution. The directors are David Curd, Michael Curd, Rebecca Fisher, and Clark Fisher.

The initial funding for the development of Harrison Middleton University was contributed by Robert Franklin Curd, Jr. Harrison Middleton University is dedicated to the memory of Willis Speight Harrison and Arthur Middleton:

Willis Speight **Harrison** was a 1938 graduate of the School of Journalism University of North Carolina, where he served as an Editor of the Daily Tar Heel. He also served as a Lieutenant Commander in the Pacific during World War II, winning the Legion of Merit for Valor. His career in journalism spanned over twenty-five years, primarily for the Toledo Blade and the Philadelphia Bulletin where he wrote for the editorial page. He was a member of the Society of Professional Journalists and a life member and former president of the National Conference of Editorial Writers. Mr. Harrison was a chess and Scrabble player, an avid reader of the classics, and an inspiration to many.

Arthur **Middleton** was a British American planter, legislator, signer of the Declaration of Independence, and one of the leaders in the controversies leading up to the American Revolution. After completing his education in England at various places, including St. John's College, Cambridge, Middleton returned to South Carolina in 1763 and was

elected to the colonial legislature. In 1765, he became justice of the peace for Berkeley county and also was elected to the colonial legislature. In 1775-1776, he was a member of the Council of Safety, a committee that directed leadership for the colony's preparations for revolution. He served on the legislative committee that drafted the South Carolina state constitution and was a delegate to the Continental Congress, where he signed the Declaration of Independence. Middleton was a member of the Continental Congress (1781-1783), the South Carolina legislature (1785-1786), and the original board of trustees of the College of Charleston.

Harrison Middleton University is a nonsectarian distance-learning university. Consistent with the tenets that lie at the foundation of an institution of higher learning, Harrison Middleton University has a strong commitment to the principle of nondiscrimination. In its admission and employment practices, administration of educational policies, and other school-administered programs, Harrison Middleton University does not discriminate on the basis of race, color, gender, religion, age, marital status, national or ethnic origin, veteran status, condition of disability, or any other basis prohibited by applicable federal, state, or local laws.

History of the Humanities

The humanities consists of those branches of knowledge that concern themselves with human beings and their culture or with analytic and critical methods of inquiry derived from an appreciation of human values and of the ability of the human spirit to express itself. As a group of educational disciplines, the humanities are distinguished in content and method from the physical and biological sciences and, somewhat less decisively, from the social sciences. The humanities include the study of all languages and literatures, the arts, history, and philosophy.

The modern conception of the humanities has its origin in the Classical Greek *paideia*, a course of general education dating from the sophists in the mid-5th century BCE, which prepared young men for active citizenship in the polis, or city-state; and in Cicero's *humanitas* (literally, "human nature"), a program of training proper for orators, first set forth in *De Oratore* (Of the Orator) in 55 BCE. In the early Middle Ages the Church Fathers, including St. Augustine, himself a rhetorician, adapted *paideia* and *humanitas*—or the *bonae* ("good"), or *liberales* ("liberal"), arts, as they were also called—to a program of basic Christian education; mathematics, linguistic and philological studies, and some history, philosophy, and science were included.

The word *humanitas*, although not the substance of its component disciplines, dropped out of common use in the later Middle Ages but underwent a flowering and a transformation in the Renaissance. The term *studia humanitatis* ("studies of humanity") was used by 15th-century Italian humanists to denote secular literary and scholarly activities (in grammar, rhetoric, poetry, history, moral philosophy, and ancient Greek and Latin studies) that the humanists thought to be essentially humane and Classical studies rather than divine ones. In the 18th century, Denis Diderot and the French *Encyclopédistes* censured *studia humanitatis* for what they claimed had by then become its dry, exclusive concentration on Latin and Greek texts and language. By the 19th century, when the purview of the humanities expanded, the humanities had begun to take their identity not so much from their separation from the realm of the divine as from their exclusion of the material and methods of the maturing physical sciences, which tended to examine the world and its phenomena objectively, without reference to human meaning and purpose.

Contemporary conceptions of the humanities resemble earlier conceptions in that they propose a complete educational program based on the propagation of a self-sufficient system of human values. But they differ in that they also propose to distinguish the humanities from the social sciences as well as from the physical sciences, and in that they dispute among themselves as to whether an emphasis on the subject matter or on the methods of the humanities is most effectual in accomplishing this distinction. In the late 19th century the German philosopher Wilhelm Dilthey called the humanities “the spiritual sciences” and “the human sciences” and described them, simply, as those areas of knowledge that lay outside of, and beyond, the subject matter of the physical sciences. On the other hand, Heinrich Rickert, a turn-of-the-century Neo-Kantian, argued that it is not subject matter but method of investigation that best characterizes the humanities; Rickert contended that whereas the physical sciences aim to move from particular instances to general laws, the human sciences are “idiographic”—they are devoted to the value of the particular within its cultural and human contexts and do not seek general laws.

(academic.eb.com/levels/collegiate/article/41479#)

Accreditation

Harrison Middleton University is accredited by the Distance Education Accrediting Commission (DEAC) (deac.org). The Distance Education Accrediting Commission (DEAC) is listed by the United States Department of Education as a recognized institutional accrediting agency for distance education. DEAC’s scope of recognition by the Secretary of Education is the accreditation of postsecondary institutions in the United States that offer degree and/or non-degree programs primarily by the distance or correspondence education method, including through direct assessment, up to and including the professional doctoral degree, including those institutions that are specifically certified by the agency as accredited for Title IV purposes.

The Distance Education Accrediting Commission is recognized by the Council for Higher Education (CHEA). DEAC’s scope of recognition by CHEA is the accreditation of higher learning institutions in the United States and international locations that offer programs of study that are delivered primarily by distance (51 percent or more) and award credentials at the associate, baccalaureate, master’s, first professional and professional doctoral degree level.

The Distance Education Accrediting Commission (DEAC) is a private, nonprofit organization founded in 1926 that operates as an institutional accreditor of distance education institutions. DEAC initially received federal recognition in 1959 and has continually held recognition by the U.S. Department of Education ever since. DEAC’s mission is assuring students high quality distance education through accreditation, peer review, and institutional improvement. The Distance Education Accrediting Commission is located at 1101 17th Street NW, Suite 808, Washington, D.C. 20036, Telephone 202.234.5100 / E-mail: info@deac.org.

DEAC’s goals are to ensure a high standard of educational quality in the distance education institutions it accredits by requiring compliance with its published standards and procedures and by fostering continual self-improvement. DEAC is dedicated to ensuring a quality education for the more than two million students who annually study at its accredited institutions. Visit the DEAC web site at deac.org.

What Accreditation Means

Accreditation is a private, voluntary, non-governmental peer-review process that reviews the educational quality of an institution or program. In the United States, accreditation is the primary means of assuring educational quality. Accreditation status confirms that an institution has voluntarily undergone a comprehensive self-study and peer examination that demonstrates the institution meets standards of accreditation. To receive accreditation, the institution must clearly demonstrate that it has established educational goals; offers formal, organized learning experiences and services that enable students to meet these stated goals; and that students and graduates have benefited from the learning experiences provided. Furthermore, accreditation assures that an institution operates on a sound financial basis, has approved programs of study, qualified instructors, adequate facilities and equipment, ethical recruitment and admission policies, engages in continual improvement through self-evaluation and planning, and promotes its programs truthfully.

DEAC accreditation is institutional. It covers all distance education and/or correspondence education programs offered by an institution.

Curriculum

Harrison Middleton University's curriculum is structured to be meaningful for intellectual and personal development. We have learned that the best avenue to achieve these goals is a carefully designed program of study that uses primary source material organized by author, ideas, topics, subtopics, and general studies.

Harrison Middleton University offers the following programs:

- Master of Arts
- Doctor of Arts
- Doctor of Education
- Non-Degree Independent Studies
- Diploma in Humanities (Continuing Education)

Students at Harrison Middleton University acquire knowledge from the wisdom of thirty centuries contained in works by essential authors in imaginative literature, natural science, philosophy and religion, and social science. All programs at the university are discussion based, which is to say, students and Tutors at the university engage classic authors in a conversation about ideas and issues that have concerned people in every epoch, covering a wide range of humanities inquiries and interests.

At Harrison Middleton University, with the guidance of an Instructional Team, students design a program of study and develop courses that meet their academic and personal goals. Because students enrolled in distance education programs tend to be self-directed, independent learners dedicated to the pursuit of knowledge, students find developing their own program of study an exciting opportunity.

Ideas, Topics, and Subtopics

Studying ideas, topics, and subtopics in depth is not only the best way for students to develop a sophisticated knowledge of their subject matter, but also the best way to become conversant with the systems of analysis common to other bodies of knowledge. At Harrison Middleton

University, students embark on a journey through history to find guiding ideas, topics, and subtopics specific to their academic interests, and, with the support of an Instructional Team, they incorporate those ideas into a program of study that yields both a graduate degree and a lifetime of benefit.

The Great Conversation: The Cornerstone Course

All degree-seeking students are required to take The Great Conversation: The Cornerstone Course. This course is designed to ensure academic success at Harrison Middleton University, providing students with a better understanding of curricular options and the concept of self-directed learning. Students learn how best to approach classic texts and the different disciplines of the humanities and sciences. Students also learn to write questions and identify passages for textual analysis, which enriches the student's learning experience during in-depth discussions with a Tutor. At the completion of The Great Conversation: The Cornerstone Course, with the aid of an Instructional Team, the student carefully designs a plan for his or her degree, outlining a combination of authors, reading selections, ideas, topics, and subtopics specific to a program of study and related courses.

Discussion (Oral Examinations)

At Harrison Middleton University, the core pedagogy of the curriculum is inquiry-based discussion. Discussion creates the most active of learning environments. Using the reading selections, ideas, topics, and subtopics specific to approved programs of study, students participate in focused, in-depth discussions with Tutors, the teaching members of the university. All participants, students and Tutors alike, prepare for the discussions by bringing their own thought-provoking interpretive questions with them. What ensues is a lively, demanding conversation that begins with a single question and then continues with increasingly complex questions. With each question, opinion falls away, knowledge surfaces, and answers emerge. In this way, students and faculty join together to promote thoughtful inquiry and a productive exchange of ideas in order to reach a deeper, more informed understanding of the ideas in ancient and modern classics.

Proctored Assessments

Adequate steps are taken by Harrison Middleton University to ensure that the degree candidate has personally fulfilled the degree requirements stipulated by the university. The student's achievement is assessed by an appropriate number of proctored assessments spaced throughout the program of study.

Proctoring is conducted by Harrison Middleton University. The process for conducting proctored assessments uses Zoom and a web camera. Students need to ensure they have a free Basic Zoom account and an appropriately working web camera which meets the minimum Zoom account requirements. Students contact the assigned Tutor for the discussion using Zoom. Once the discussion has started, the Tutor will capture a screenshot of the student and request the student verify his or her student identification number. This screenshot of the student and stated student identification number will be e-mailed to the Registrar to be compared with the government-issued identification provided by the student. The screenshot will then be placed in the student file.

This process will ensure that the student taking the proctored assessment is the same person who enrolled in the program and that examination results will reflect the student's own knowledge and competence in accordance with stated educational objectives and learning outcomes.

Harrison Middleton University uses valid government-issued color photo identification to confirm the identity of a student.

Writing Assignments (End-of-Course Essays – Written Examinations)

Writing is a natural extension of the interpretive process and enables students to synthesize, evaluate, and apply the knowledge they have acquired. Students' writing assignments include answering pre-reading questions, developing questions for discussion, and writing post-discussion analysis. Writing gives the student an opportunity to articulate points of view carefully and thoroughly.

Instructional Team

The Instructional Team is a committee comprised of a Mentor, Registrar, Tutors, and Portfolio Evaluators, who are responsible for all matters of instruction, including the approval of the student proposal for his or her program of study. The President and Dean preside over the committee. The committee meets regularly throughout the year. By working with the Instructional Team, the student will discover how to pursue his or her own interests in relation to the curricular requirements of Harrison Middleton University. Each member of the Instructional Team has a specific role within the university:

- Mentors – Upon enrollment, each student is appointed a Mentor. The Mentor is the student's primary contact at the university, and he or she provides the student with academic support from entry through graduation. The Mentor guides the student in designing his or her individual program of study. The Mentor helps to focus the student's interests, educational goals and objectives into a cohesive program of study. Additionally, the Mentor monitors student progress throughout the program and ensures the student has the necessary resources to be successful. The Mentor also provides students with recommendations for publishing and conference opportunities based on his or her program of study.
- Registrar – The Registrar maintains all academic and financial records, provides procedural information, monitors student academic progress, records student grades, and responds to student questions related to student issues, excluding academic questions.
- Tutors – Inquiry-based discussions (oral examinations) are central to the academic programs at Harrison Middleton University. It is the university's philosophy that a student designs a program of study focusing on the reading selections, ideas, topics, subtopics, and authors that he or she is interested in studying, and this philosophy is carried through to individual student discussions. The purpose of the discussion is to help the student explore, enrich, and further his or her understanding of a particular idea(s) or author(s). In order to provide students with a variety of tutoring styles, the university makes every attempt not to have an individual Tutor hold successive discussions with the same student in one course. The university provides the student an opportunity to design a personalized program of study; therefore, it is important to discuss the issues and interpretive questions most relevant or important to the student's interest and goals for his or her program of study, rather than the Tutor's area(s) of interest. Tutors do not lecture or drive the student discussions; instead they guide the students using follow-up questions to foster understanding, challenge assumptions, clarify responses, substantiate opinions with textual evidence, and keep students focused on their learning goals. During the discussion, the student expresses his or her ideas and synthesizes different viewpoints to reach a deeper, more informed understanding of the text(s).

- Portfolio Evaluators – All writing assignments, including end-of-course essays (written examinations), are reviewed and graded by Portfolio Evaluators. The Portfolio Evaluators remain anonymous to students, but provide detailed comments and recommendations for students to improve their academic writing skills. In most cases students are required to revise their end-of-course essays until they have earned a grade of “Outstanding” (A). It is the university’s philosophy that essay writing is an integral component of the student’s experience at the university. Not only is it an important adjunct to the discussions, it is a valuable exercise in itself. Essay writing offers the student a chance to articulate what he or she has learned in a more complete and coherent manner, or it can provide an opportunity to investigate further a particularly confusing issue or argument. The end-of-course essays enable students to engage deeply and in a sustained manner with an idea, an author, or several authors that they have read during their course or previous courses. Writing is an inherently self-reflexive, iterative, and cumulative process. Essay writing requires that students focus their thoughts, gather and evaluate evidence, and craft coherent and logical arguments that will stand on their own.

Great Ideas

The Syntopicon, An Index to the Great Ideas, serves as a subject-matter index for nearly 2,000 topics/themes that arise from the curated list of 102 ideas as first published by Britannica.

Think of the *Syntopicon* as a search-tool or browser that editors constructed long before the digital age. It can help as an outline, an organizational tool, a roadmap for understanding the dialectical nature of classical study and for creating a meaningful Program of Study.

It can be used, for example, to trace the development of a particular idea or theme as it moves across time, allowing you to investigate how an idea or theme multiplies and changes in the thinking and writing of authors specific to the areas of concentration you've chosen. You can also use it to trace the influence of an individual writer or of specific texts. In this way, the *Syntopicon* and the other resources used at Harrison Middleton University point to what it is you want to know—the themes, authors, and theory central to the knowledge you wish to pursue—but it will be your responsibility to make meaning out of what you discover, to make something new out of what has gone before.

Each Idea in the *Syntopicon* is presented in its own chapter, containing an introductory essay, an outline of the topics and subtopics to which the Great Idea relates, detailed references for those topics, a list of cross-references to other relevant chapters, and suggested additional readings that are divided into two lists. The first includes works by authors represented in the Great Books and the second list includes other authors. The *Syntopicon* also contains an Inventory of Terms which includes 2,000 other keywords, highlighting their interrelations and associations. If you want to study a topic not listed in the Great Ideas, or if you want to find connections between topics, refer to the Inventory of Terms. For information on any Great Idea, where it appears in the *Great Books* collection, and other ideas to which it relates, the chapters of the *Syntopicon* are indispensable.

In its curricular offerings and pedagogy, HMU offers a wide range of possibility, and HMU students, as they explore multiple disciplines, enjoy an uncommon academic freedom, pulling together the subject matter, art, and theory that fires their imaginations and their desire for expertise and understanding.

The *Syntopicon*, with its curated list of ideas and themes, provides a starting point.

More Ideas

Because the *Syntopicon* is not definitive in terms of its ideas and themes, and because scholarship should be liberating as opposed to restrictive, students are encouraged to extend the range of their syntopical research—a process that continually expands and updates the existing HMU curriculum.

To assist students in this process, HMU offers “Oxford Very Short Introductions,” a series from Oxford University Press that supplements the range of the *Syntopicon* by providing accessible and authoritative overviews of ideas and themes that bridge classic and contemporary subject matter.

Oxford’s ever-expanding series, drawn from established fields of study and cross-referenced with resources and research tools from Oxford University Press, makes it possible for students to explore recent developments in a specific subject area, current technical expressions of a classical idea or theme, and contemporary ideas and issues relevant to the creation of their Programs of Study.

Oxford Very Short Introductions, a series of over 800 titles, offers students straightforward and concise overviews in a wide range of subjects, from *Art History* to *Architecture*, *The Aztecs* to *The Computer*, *Capitalism* to *Communism*, *Citizenship* to *Equality*, *Classical Literature* to *Modern Latin American Literature*, *The Crusades* to *Protestantism*, *Cryptography* to *Kabbalah*, *Dada and Surrealism* to *Chaos*, *Dante* to *The Beats*, *Empire* to *Gandhi*, *The Enlightenment* to *The Founding Fathers*, *Evolution* to *Global Warming*, *Fairy Tale* to *Myth*, *The French Revolution* to *The European Union*, *Geography* to *Environment*, *Happiness* to *Knowledge*, *Homer* to *Hegel*, *The Industrial Revolution* to *Science Fiction*, *Languages* to *Translation*, *Leadership* to *Work*, *Logic* to *Game Theory*, *Molecules* to *Particle Physics*, *Music* to *Mathematics*, *Nuclear Weapons* to *The Cold War*, *Photography* to *Documentary Film*, *The Plague* to *Medical Ethics*, *Pre-Socratic Philosophy* to *Politics*, *The Reformation* to *Puritanism*, *Relativity* to *Cognitive Neuroscience*, *Rhetoric* to *Diplomacy*, and *Romanticism* to *The Blues*, *Language Acquisition* to *Writing Systems*, *Regional and National History* to *World History*.

Each short introduction provides scholarly but approachable discussions of the central issues in a given subject area, combining “facts, analysis, new ideas, and enthusiasm to make often challenging topics highly readable.”

In each short introduction, students will find new ideas, themes, and authors for possible inclusion in their Programs of Study. And each book, like the *Syntopicon*, also contains suggestions for further reading.

Consult the complete list of subject areas on the Oxford Very Short Introductions website: veryshortintroductions.com/

Authors

The authors and texts that constitute a Program of Study are the primary source of discussion for inquiry-based learning. In partnership with Tutors, students will read not in isolation but in the company of their chosen authors and texts, participating in what Robert Hutchins and Mortimer Adler called the Great Conversation, a dialectical examination of ideas and books that have, for better or worse, persisted and given shape to Western culture.

As a useful starting point for classical study, the *Great Books of the Western World* (1990 edition) contains the works of 130 authors, grouped into four concentrations: Imaginative Literature; Philosophy and Religion; Social Sciences; Mathematics and Natural Science.

More Classic and Modern Classic Authors

The *Syntopicon*, the two-volume introduction and user's guide to the *Great Books of the Western World*, provides outlines, indexing, and bibliographies that students can use to find authors, reading selections, themes, topics, and subtopics beyond those included in the 1990 edition of the *Great Books*.

Oxford Very Short Introductions, a series of over 800 titles published by Oxford University Press, provides resources that extend the reach of the *Syntopicon*, allowing students to identify authors, primary source material, and new ideas, particularly when recent developments in a specific subject area, current technical expressions of a classic idea or theme, and contemporary ideas and issues are important to their academic ambitions and Programs of Study.

In addition, students can select authors, themes, and texts from additional sources, extending the possibilities of both the *Great Books* and the Very Short Introductions series.

Penguin Classics, a series that includes Modern Library Classics and Non-fiction Classics, provides a vast collection of modern and contemporary titles, a library of primary sources frequently listed or recommended in resource indexes and bibliographies, such as those found in the *Syntopicon* and the Oxford Very Short Introductions series. "With nearly 2,000 titles, Penguin Classics represents a global bookshelf of the best works throughout history and across genres and disciplines." The series offers "authoritative texts enhanced by introductions by distinguished scholars and contemporary authors, as well as quality translations by award-winning translators."

Some other excellent imprints to explore include:

- Oxford University Press series on science, mathematics, social science, medicine, etc.
- Oxford World's Classics
- Random House Modern Library
- W. W. Norton and Company anthologies
- Library of America

✶ Academic Calendar

The university is closed on the following holidays and on Sundays. However, students may continue to communicate with the university via Populi, e-mail, and fax when the university is closed. General office hours are 9:00 am to 3:00 pm Pacific time Monday through Friday. Tutors are available for discussion between 7:00 am and 7:00 pm Pacific time Monday through Saturday. Students may enroll in and begin their program at Harrison Middleton University at any time throughout the year.

2026 Academic Calendar

January 1, 2026	New Year's Day
January 1-4, 2026	Winter Recess
January 19, 2026	Birthday of Martin Luther King, Jr.
February 16, 2026	Washington's Birthday
March 21-March 29, 2026	Spring Recess
May 25, 2026	Memorial Day
June 13-July 5, 2026	Summer Recess
June 19, 2026	Juneteenth National Independence Day
September 7, 2026	Labor Day
September 26 – October 4, 2026	Fall Recess
October 12, 2026	Indigenous Peoples' Day
November 11, 2026	Veterans Day
November 25 – 29, 2026	Thanksgiving Recess
December 19 – 31, 2026	Winter Recess

General Information

Off-Campus, Independent Study

Harrison Middleton University requires neither on-campus residence nor classroom attendance. All course requirements may be completed through focused, directed study programs under university supervision and review. Students at Harrison Middleton University are expected to demonstrate talent, motivation, and dedication.

Time Commitment for Degree

Students may enroll and begin their program at Harrison Middleton University at any time. Students may proceed through their program as quickly as desire, time, and ability permit. Personal time constraints and motivation will determine the individual completion schedule. The maximum time to complete each course is sixteen (16) weeks. University policy requires students to be enrolled in the master's program for a minimum of one year, and no more than six years from the date of initial enrollment unless authorized by the university. Doctoral degree programs are completed in no fewer than two years and no more than ten years from the date of initial enrollment unless authorized by the university. Doctoral students must comply with the five-year time limit for graduation after passing the comprehensive examination – second concentration.

Student Change of Address

It is the responsibility of the student to notify the university with regard to any change of physical address and/or e-mail address. All correspondence will be sent to the last address the university receives from the student.

Requesting Official Transcripts

In Populi students may request an official transcript or download a PDF of an unofficial transcript. Alumni and former students may request an official transcript at hmu.edu/request-a-transcript, or by contacting the Registrar at Registrar@hmu.edu. The cost for an official transcript is \$10.00.

Student Privacy Rights

Harrison Middleton University honors the privacy of our students. In accordance with federal and state law, the university protects the confidentiality of education records and the rights of students to inspect and review these records. Specific student transcript information is not available for general statistical purposes. Information that the university collects may be released only upon written request by the student.

Harrison Middleton University does not sell or rent any personal data to any third parties. Federal law allows students to access their educational records and limits the ability of others to access those records. The law is called the Family Educational Rights and Privacy Act, or "FERPA." This law is also sometimes called "the Buckley Amendment," after Senator Buckley, a sponsor of the original 1974 bill. Arizona has incorporated FERPA in its statute, [A.R.S. § 15-141](#), governing the right to review educational records.

Educational Records

FERPA applies to all records that fall within its broad definition of "educational records." Student educational records at Harrison Middleton University include all records directly related to a student that are maintained by or for Harrison Middleton University. Records can be in any medium, including handwritten notes, paper files, e-mail, electronic files, video, or audio files. The records are not limited to those in "official" files and include records maintained in any Harrison Middleton University office or file. With limited exceptions, a student can see every educational record Harrison Middleton University has that is directly related to that student during normal business hours and when requested in advance.

Delta Epsilon Tau Honor Society

To recognize the academic achievements of students who study at a distance, the Distance Education Accrediting Commission in Washington, D.C. established the Delta Epsilon Tau International Honor Society. Harrison Middleton University joined the Delta Epsilon Tau Honor Society to encourage and recognize superior student academic achievement, character and leadership. Our Alpha of Arizona Chapter brings honor and earned recognition to those individuals who have worked diligently to acquire new knowledge and skills from an accredited distance learning institution (deths.org).

Statement of Non-Discrimination

Harrison Middleton University does not discriminate on the basis of race, color, gender, religion, age, marital status, national or ethnic origin, veteran status, condition of disability, or any other basis prohibited by applicable federal, state or local laws in the admission of students or the administration of its educational policies or programs.

Accommodations for Students with Disabilities

Harrison Middleton University is an Equal Opportunity Educational institution and is committed to providing access to students with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA).

Applicants, prospective students or current students with disabilities have the following rights and responsibilities:

- Have the right to equal access to all programs.
- Disability records will be maintained separately from academic records; disability records will be used solely to determine appropriate services.
- Have the responsibility to give advance notification of accommodations needed prior to the beginning of enrollment.
- Have the responsibility to submit both documentation of their disability and a request for services.
- Have the responsibility to initiate the request for services or accommodations; requests should be addressed to the Registrar; students must communicate to the Registrar of the university the nature of their disability and any necessary and reasonable accommodations to allow them full participation in programs.

- Students must meet the requirements of the academic program of study with or without reasonable accommodation.

Students are encouraged to disclose and submit a special needs request for any disability requiring accommodation immediately following enrollment and prior to starting classes. Once the university's review has been completed and reasonable accommodations have been determined, an appropriate program start date can be determined. All students seeking accommodation under Section 504 of the Rehabilitation Act or the ADA must submit documentation of physical or mental disability from qualified medical or testing personnel. Expenses incurred in obtaining such documentation are the responsibility of the student.

English Language Requirement

Students are expected to be proficient in the oral and written use of the English language. International students are subject to the same admission requirements, fees, and responsibilities as domestic students. International students are reminded that Harrison Middleton University provides course materials and instruction only in English. Oral and written proficiency of the English language is presumed.

State Authorization

Pursuant with the U.S. Department of Education's regulation (34 C.F.R. § 600.9) regarding distance learning in the United States, Harrison Middleton University must obtain authorization from each state in which Harrison Middleton University distance learning programs are offered. The university must also comply with the distance learning regulations established by each state.

Arizona is a member of the State Authorization Reciprocity Agreement (SARA) and Harrison Middleton University is approved to participate in SARA by the AZ SARA Council. As such, Harrison Middleton University adheres to an established common set of standards for offering post-secondary distance education among member states, districts and territories. Participation in SARA is intended to make it easier for students to take distance education courses offered by postsecondary institutions based in another state. More information about SARA can be found on the NC-SARA website: nc-sara.org.

Up-to-date state authorization information can be found on the Harrison Middleton University website: hmu.edu/state-authorization. Questions regarding Harrison Middleton University's authorization status in a particular state may be directed to the Registrar at Registrar@hmu.edu or 1.877.248.6724.

Admission Requirements

In recognition of the importance of ethical practices in the admissions process, Harrison Middleton University subscribes to the Statement of Principles of Good Practice in College Admission and Recruitment, which has been approved by the American Council on Education (ACE) and the American Association of College Registrars and Admissions Counselors (AACRAO).

Master of Arts Program

An applicant for the master's program must have a bachelor's degree from an institution accredited by an institutional accrediting agency recognized by the United States Secretary of Education or an institutional agency recognized by the Council of Higher Education Accreditation (CHEA) or its successors. Graduate Record Examination (GRE) and Miller Analogies Test (MAT) scores are not required for admission to the master's program.

Master's program applicants must submit the following:

- Application for admission, including student signature on the Honor Pledge.
- Application fee of \$50.00.
- Official transcripts from all previously attended colleges and universities mailed directly to the following address from the sending institution:
 - Harrison Middleton University
Attn: Registrar
3345 South Rural Road
Tempe, AZ 85282-5404
- Scanned color copy of a valid government-issued photo identification (e.g. driver's license or passport).
- A statement of purpose of around 1000 words in length, addressing questions such as:
 - What has drawn you to the Master of Arts at Harrison Middleton University?
 - What ideas or authors are especially interesting to you? (See the list of Great Ideas and Additional Ideas in the catalog and on the website.)
 - How will graduate study help you reach your educational goals?
 - What are your strengths as a scholar and thinker?
 - What past experiences, academic or otherwise, might contribute to your success at HMU?
- Zoom interview – Upon submission of the full application, the applicant will complete a virtual interview with the Dean.

Doctoral Programs

An applicant for the doctoral programs must have a master's degree from an institution accredited by an institutional accrediting agency recognized by the United States Secretary of Education or an institutional agency recognized by the Council of Higher Education Accreditation (CHEA) or its successors. Graduate Record Examination (GRE) and Miller Analogies Test (MAT) scores are not required for admission to the doctoral programs.

Doctoral program applicants must submit the following:

- Application for admission, including student signature on the Honor Pledge.
- Application fee of \$50.00.
- Official transcripts from all previously attended colleges and universities

mailed directly to the following address from the sending institution:

- Harrison Middleton University
Attn: Registrar
3345 South Rural Road
Tempe, AZ 85282-5404
- Scanned color copy of a valid government-issued photo identification (e.g. driver's license or passport).
- Two letters of academic recommendation – The letters of recommendation should be written by persons competent to judge the applicant's probable success in a doctoral program. These letters are generally written by the applicant's former professors who are able to give an in-depth evaluation of the applicant's strengths and weaknesses with respect to academic work. Additional recommendations may come from employers or supervisors who are familiar with the applicant's work experience. All letters of academic recommendation must be written in letter format and must be submitted to the university by the authors either through mail or e-mail.
- A statement of purpose of around 1000 words in length, addressing questions such as:
 - What has drawn you to the doctoral program to which you are applying at Harrison Middleton University?
 - What ideas or authors are especially interesting to you? (See the list of Great Ideas and Additional Ideas in the catalog and on the website.)
 - How will graduate study help you reach your educational goals?
 - What are your strengths as a scholar and thinker?
 - What past experiences, academic or otherwise, might contribute to your success at HMU?
- Zoom interview – Upon submission of the full application, the applicant will complete a virtual interview with the Dean.

Official Transcripts

To be considered official, transcripts must be sent to Harrison Middleton University directly from the issuing institution's records office. HMU accepts mailed and digital transcripts.

Technology Requirement

To fulfill the requirements of the Harrison Middleton University course curriculum, students should possess or have access to:

- 1) a personal computer;
- 2) broadband / high-speed Internet connection;
- 3) an e-mail account that will accept all e-mails, including attachments, from the domain name hmu.edu;
- 4) a word processor program such as Microsoft Word;
- 5) a free Basic Zoom account for one-to-one discussions with Tutors (zoom.us/); and
- 6) a web camera.
- 7) Students are required to utilize Populi, a student and institution information system, for course enrollment, tuition and fee payment, assignment submission, discussion requests, and other communication with the university.
- 8) Students are required to subscribe to the Important Student Announcements e-mail list while enrolled at Harrison Middleton University to receive an annual Family Educational Rights and Privacy Act (FERPA) notification and other important announcements.

English Language Proficiency Assessment

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following:

- Master's Degree: A minimum score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; 55 on the 4-skill Michigan English Test (MET); 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE); or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).
- Doctoral Degree: A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; 55 on the 4-skill Michigan English Test (MET); 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE); or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).
- A minimum score on the College Board Accuplacer ESL Exam Series as follows: ESL Language Use: Score of 85; ESL Listening: Score of 80; ESL Reading: Score of 85; ESL Sentence Meaning: Score of 90; ESL Writeplacer: Score of 4; Comprehensive Score for all exams of 350.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge.
- A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the *International Handbook of Universities* where the language of instruction was English.

Admission Acceptance

Upon acceptance into a Harrison Middleton University program, students have a maximum of sixteen (16) weeks to enroll in the first course. If an enrollment agreement is not received within sixteen weeks of acceptance, students will need to re-apply to the program.

Enrollment

In order to enroll at Harrison Middleton University, an applicant must be accepted for admission, submit the enrollment agreement disclosures, and pay the enrollment and technology fees.

Denial of Admission

An applicant may be denied admission if Harrison Middleton University determines that the university is unable to meet the educational needs and objectives of the applicant. If an applicant is denied admission the application fee will be refunded.

Auditing Classes

No provisions are made for auditing classes.

Financial Information – Master of Arts Program

Master of Arts Program

A master's degree requires completion of 36 credit hours. Depending upon the amount of transfer credit approved, a student may be required to take 18 to 36 semester hours in order to graduate.

Fees – Master of Arts Program

Application Fee

Every application for admission to Harrison Middleton University must be accompanied by a \$50.00 application fee. If the university does not accept the enrollment agreement, the fees will be refunded.

Enrollment Fee

Enrollment into a Harrison Middleton University master's program must be accompanied by a \$200.00 (one-time) enrollment fee. This fee is paid upon enrollment in the student's first course.

Technology Fee

Enrollment into a Harrison Middleton University master's program must be accompanied by a \$350.00 (one-time) technology fee. This fee is paid upon enrollment in the student's first course.

Shipping and Handling Fees

Shipment to locations outside of the United States may incur additional costs, which are the responsibility of the student and will vary according to the student's preferred shipping method and geographic location.

Master of Arts Program Tuition Schedule

The estimated cost of the Master of Arts program is \$12,500.00. This figure includes the application fee, enrollment fee, technology fee, estimated textbook costs, course tuition, and graduation fee. The per-course master's degree tuition rate is \$325.00 per credit hour. Students pay per course and may take advantage of the interest-free course tuition payment plan. Payment is due upon enrollment. Tuition must be paid in U.S. currency by check, ACH, money order, or credit card.

Master of Arts Interest-Free Tuition Payment Plan

An applicant may choose Harrison Middleton University's interest-free course tuition payment plan. The example payment plans on the following page are based on 4-credit-hour courses. The acceptance of transfer credits will reduce the total cost of tuition.

Payment Plan: First Four-Credit Master of Arts Course

Payment Upon Acceptance	Enrollment Fee:	\$200.00	}	\$875.00
	Technology Fee:	\$350.00		
	First Credit:	\$325.00		
Monthly Payments	Second Credit:			\$325.00
	Third Credit:			\$325.00
	Fourth Credit:			\$325.00
Total Tuition:				\$1,850.00

Payment Plan: Subsequent Four-Credit Master of Arts Courses

Payment Upon Enrollment	First Credit	\$325.00
Monthly Payments	Second Credit:	\$325.00
	Third Credit:	\$325.00
	Fourth Credit:	\$325.00
Total Tuition:		\$1,300.00

*Payments for each course must be made in full prior to enrolling in a subsequent course. Payments shall be accelerated if a student intends to graduate prior to completion of the payment schedule.

Other General Service Fees

Omnibus Fee	\$200.00 for up to 2 credits, and \$100 for each additional credit
Change in Program Curriculum Fee	\$50.00
Change in Program Fee	\$100.00
Graduation Fee	\$100.00
Official Transcript Fee	\$10.00
Reactivation Fee	\$50.00
Master's Capstone Time Limit Fee	\$250.00
Returned Check Fee	\$25.00

*Fees must be paid in U.S. currency by check, ACH, money order, or credit card.

Textbook Cost

The costs of textbooks are not included in the quoted tuition. Students may purchase textbooks from a vendor of their choice. Estimated cost of textbooks:

Master of Arts program	\$100.00
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All selected texts must be readily available in print or online. For additional information, including a complete list of textbooks, contact the Registrar at Registrar@hmu.edu or 1.877.248.6724.

Financial Information – Doctoral Programs

Doctoral Programs

Harrison Middleton University offers a Doctor of Arts and a Doctor of Education. Doctor of Arts and Doctor of Education programs require completion of 60 credit hours of coursework.

Depending upon the amount of transfer credit approved, a student may be required to take 51 to 60 semester hours in order to graduate.

Fees – Doctoral Programs

Application Fee

Every application for admission to Harrison Middleton University must be accompanied by a \$50.00 application fee. If the university does not accept the enrollment agreement, the fees will be refunded.

Enrollment Fee

Enrollment into a Harrison Middleton University doctoral program must be accompanied by a \$200.00 (one-time) enrollment fee. This fee is paid upon enrollment in the student's first course.

Technology Fee

Enrollment into a Harrison Middleton University doctoral program must be accompanied by a \$350.00 (one-time) technology fee. This fee is paid upon enrollment in the student's first course.

Shipping and Handling Fees

Shipment to locations outside of the United States may incur additional costs, which are the responsibility of the student and will vary according to the student's preferred shipping method and geographic location.

Doctoral Programs Tuition Schedule

The estimated cost of the Doctor of Arts program is \$22,500.00. The estimated cost of the Doctor of Education program is \$22,750.00. This figure includes the application fee, enrollment fee, technology fee, estimated textbook costs, course tuition, and graduation fee. The per-course doctoral tuition rate is \$350.00 per credit hour. Students pay per course and may take advantage of the interest-free course tuition payment plan. Payment is due upon enrollment. Tuition must be paid in U.S. currency by check, ACH, money order, or credit card.

Doctoral Interest-Free Tuition Payment Plan

An applicant may choose Harrison Middleton University's interest-free course tuition payment plan. The example payment plans on the following page are based on 4-credit-hour courses. The acceptance of transfer credits will reduce the total cost of tuition.

Payment Plan: First Four-Credit Doctoral Course

Payment Upon Acceptance	Enrollment Fee:	\$200.00	}	\$900.00
	Technology Fee:	\$350.00		
	First Credit:	\$350.00		
Monthly Payments	Second Credit:			\$350.00
	Third Credit:			\$350.00
	Fourth Credit:			\$350.00
Total Tuition:				\$1,950.00

Payment Plan: Subsequent Four-Credit Doctoral Courses

Payment Upon Enrollment	First Credit	\$350.00
Monthly Payments	Second Credit:	\$350.00
	Third Credit:	\$350.00
	Fourth Credit:	\$350.00
Total Tuition:		\$1,400.00

*Payments for each course must be made in full prior to enrolling in a subsequent course. Payments shall be accelerated if a student intends to graduate prior to completion of the payment schedule.

Other General Service Fees

Omnibus Fee	\$200.00 for up to 2 credits, and \$100 for each additional credit
Change in Program Curriculum Fee	\$50.00
Change in Program Fee	\$100.00
Comprehensive Examination Fee	\$350.00
Graduation Fee	\$100.00
Official Transcript Fee	\$10.00
Reactivation Fee	\$50.00
Doctoral Capstone Time Limit Fee	\$250.00
Returned Check Fee	\$25.00

*Fees must be paid in U.S. currency by check, ACH, money order, or credit card.

Textbook Cost

The costs of textbooks are not included in the quoted tuition. Students may purchase textbooks from a vendor of their choice. Estimated cost of textbooks:

Doctor of Arts program	\$100.00
Doctor of Education program	\$350.00

All selected texts must be readily available in print or online. For additional information, including a complete list of textbooks, contact the Registrar at Registrar@hmu.edu or 1.877.248.6724.

Refund Policy and Finance Information

Satisfaction Policy

The university has established this liberal cancellation and refund policy. A student may terminate enrollment at any time by notifying the university in writing by e-mail or mailing through the United States Postal Service.

Address: Harrison Middleton University
3345 South Rural Road
Tempe, AZ 85282-5404
Website: hmu.edu
Telephone: 1.877.248.6724
Facsimile: 1.800.762.1622

If Harrison Middleton University is notified of cancellation within five (5) calendar days after the day on which the enrollment agreement is accepted (excluding Saturday, Sunday, and federal and state holidays), an applicant requesting cancellation in writing within this time will be given a refund of all money paid to Harrison Middleton University. The refund will be paid within thirty (30) days of the notification.

From five (5) calendar days after the day on which the enrollment agreement is accepted and until the time the university receives the first completed lesson assignment from the student, upon cancellation, the university is entitled to a registration fee of \$75.00 or 20% of tuition, whichever amount is higher, not to exceed \$200.00.

After the university receives the first completed lesson assignment and until the student completes half of the course, if the student requests cancellation, the school shall be entitled to retain the registration fee and a charge which shall not exceed the following:

- a) Up to and including completion of the first 10% of the course, 10% of the tuition after deducting the registration fee.
- b) After completing more than 10% of the course and up to and including completion of 25% of the course, 25% of the tuition after deducting the registration fee.
- c) After completing more than 25% of the course and up to and including completion of 50% of the course, 50% of the tuition after deducting the registration fee.

If the student completes more than half of the course, the university shall be entitled to retain the total course tuition.

Sample Refund Calculations

Refund Calculation for the First Course in the Program

Student A enrolls in the HUM 701 course on January 1. This is the student's first course in the program and the student pays a \$200 enrollment fee, a \$350 technology fee, and the full tuition amount of \$1400.00. On February 1st the student requests cancellation from the program. The student has submitted two completed lesson assignments and has completed 33% of the course. The policy is the following:

After the university receives the first completed lesson assignment and until the student completes half of the course, if the student requests cancellation, the school shall be entitled to the registration fee and charge which shall not exceed the following:

c)After completing more than 25% of the course and up to and including completion of 50% of the course, 50% of the tuition after deducting the registration fee.

$$\begin{aligned} \$200 \text{ enrollment fee} + \$350 \text{ technology fee} + \$1400.00 \text{ tuition paid} &= \$1950.00 - \$200.00 \\ \text{registration fee} &= \$1750.00 \end{aligned}$$

$$50\% \text{ of } \$1750.00 = \$875.00$$

Harrison Middleton University charges the student the registration fee of \$200.00 and 50% of the remaining tuition (\$875.00). The total cost to the student is \$1075.00.

The remainder is refunded to the student. $\$1950.00 \text{ total paid} - \$1075.00 = \$875.00$ is refunded to the student.

Refund Calculation for Subsequent Courses in the Program

Student B enrolls in the HUM 705 course on January 1 and pays the full tuition amount of \$1400.00. On February 1st the student requests cancellation from the program. The student has submitted two completed lesson assignments and has completed 33% of the course. The policy is the following:

After the university receives the first completed lesson assignment and until the student completes half of the course, if the student requests cancellation, the school shall be entitled to the registration fee and charge which shall not exceed the following:

c)After completing more than 25% of the course and up to and including completion of 50% of the course, 50% of the tuition after deducting the registration fee.

$$\$1400.00 \text{ tuition paid} \times 50\% = \$700.00$$

Harrison Middleton University charges the student 50% of the tuition (\$700.00). The remainder is refunded to the student.

$\$1400.00 \text{ total paid} - \$700.00 = \$700.00$ is refunded to the student.

Term of Enrollment Agreements

Each enrollment agreement will have a fixed term of twenty-four (24) weeks stated on the agreement. After the term expires, no refund of tuition will be issued.

Federal Trade Commission Cancellation Notice

The applicant may cancel this contract and receive a full refund of all monies paid to date if cancellation is made in writing by e-mail or mailing through the United States Postal Service to the institution at the address stated herein within five (5) calendar days after the date of signature.

Holder in Due Course Statement

Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds hereof. Recovery hereunder by the debtor shall not exceed amounts paid by the debtor.

Returned Checks

A charge of \$25.00 will be made for all returned checks. Should a student have checks dishonored on two or more occasions, the university reserves the right to require payment by cashier's check, ACH, money order, or credit card.

Financial Aid

Though the primary responsibility for education financing rests with the student, we encourage applicants to explore any of the following avenues of financial assistance:

- Harrison Middleton University Interest-Free Tuition Payment Plan
- Employer Tuition Reimbursement Programs
- Private Scholarships

The university does not process financial assistance through Pell Grants, government guaranteed student loans, etc.

Form 1098-T

Harrison Middleton University is not eligible to participate in the Department of Education's Federal Student Aid programs, and does not file Form 1098-T, Tuition Statement.

Loan Deferment

Harrison Middleton University does not participate in the Department of Education's Federal Student Aid programs and is not eligible to process In-School Deferment Requests for student loan deferral.

Financial Probation and Suspension

It is Harrison Middleton University's policy that students' financial accounts must be current. If difficulties arise, appropriate arrangements must be made with the Registrar. Students who fail to complete satisfactory arrangements or who default on their financial arrangement are subject to financial suspension. A student may not enroll in his/her subsequent course while on financial probation or suspension.

Academic Regulations

Credit Hour Defined

Semester and quarter hours shall be equivalent to the commonly accepted and traditionally defined units of academic measurement in accredited institutions. Academic degree or academic credit-bearing distance learning courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit¹ or 30 hours of student work for one quarter credit². This formula is typically referred to as a Carnegie unit and is used by the American Council on Education in its Credit Recommendation Evaluative Criteria.

¹one credit/semester hour is 15 hours of academic engagement and 30 hours of preparation.

²one quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.

Harrison Middleton University Honor Code

As a student of a Distance Education Accrediting Commission accredited distance education university, I recognize that in the pursuit of my educational goals and aspirations I have certain responsibilities toward my fellow distance learners, my university, and myself. To fulfill these responsibilities, I pledge adherence to this Code of Conduct.

I will observe fully the standards, rules, policies, and guidelines established by the university, the Distance Education Accrediting Commission, the State Education Agency, and other appropriate organizations serving an oversight role for my university.

I will adhere to high ethical standards in the pursuit of my education, and to the best of my ability will:

- Conduct myself with professionalism, courtesy, and respect for others in all of my dealings with the university Tutors, Mentors, Portfolio Evaluators, administration, and other students.
- Present my qualifications and background truthfully and accurately for admission to the university.
- Observe the university policies and rules on submitting work, completing oral and written examinations, participating in discussions, and conducting research.
- Never turn in work that is not my own, or present another person's ideas or scholarship as my own.
- Never ask for, receive, or give unauthorized help on graded assignments or oral and written examinations.
- Never divulge the content of assignments or oral and written examinations to fellow students.
- Never improperly use, destroy, forge, or alter my university's documents, transcripts, or other records.
- Never divulge my online username or password.
- Always observe the recommended study schedule for my program of studies.
- Always report any violations of this Code of Conduct to the appropriate institution official, and report any evidence of cheating, plagiarism (in all forms), or improper conduct on the part of any student of the university when I have direct knowledge of these activities.

Harrison Middleton University is an academic distance learning community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the university can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the university is the commitment to the principles of truth and academic honesty. Accordingly, the Honor Code is designed to ensure that the principle of academic honesty is upheld. While all members of the university share this responsibility, the Honor Code is designed so that special responsibility for upholding the principle of academic honesty lies with each student.

Any of the following acts, when committed by a student, shall constitute academic dishonesty:

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Falsification of any oral or written examination, record, assignment, or report.
- Representing oneself as another student for the purpose of taking an examination or allowing oneself to be represented by another for the same reason.
- Furnishing false or misleading information to university officials or on official records.
- Forging, altering, or misusing the university name, the name of university employees, documents, records, or identification.

Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.

- Collaborating with another student during an oral or written examination without permission.
- Collusion by obtaining or giving another student unauthorized assistance with coursework.
- Knowingly using, buying, selling, stealing, or soliciting contents of an oral or written examination, record, assignment, or report.
- Representing oneself as another student for the purpose of taking an examination or allowing oneself to be represented by another for the same reason.
- Using any technology to infringe upon the rights of others.
- Using technology (or verbally threatening to do so) to take any action that endangers or impairs the safety, health, life or freedom of any person affiliated with Harrison Middleton University.
- If it is determined by a student's Mentor, Tutor, Portfolio Evaluator, or any other staff member, that plagiarism has occurred, the student will receive a grade of XF (failure due to academic dishonesty).

Plagiarism: Intentionally or knowingly representing as one's own the words or ideas of another individual, group, or technological tool.

- Direct plagiarism occurs when an individual intentionally or knowingly represents the words or ideas of another as his or her own in any academic exercise.

- Accidental plagiarism occurs when an individual either closely paraphrases the words/ideas of another or, through poor notetaking, fails to note a direct quotation, and then does not provide proper citation information.
- Self-plagiarism occurs when an individual uses parts of his or her own previously submitted work without the permission of those to whom the previous work was submitted. For example, a student who uses part of an essay written in one class in an essay submitted for another course.
- Mosaic, or structural, plagiarism occurs when an individual uses phrases from another work without quotation marks, or replaces another's words with synonyms for some words while maintaining the same sentence/paragraph structure and meaning as the original.

If it is determined by a student's Mentor, Tutor, Portfolio Evaluator, or any other staff member, that plagiarism has occurred, the student will receive a grade of XF (failure due to academic dishonesty). If plagiarism re-occurs, the student's enrollment at Harrison Middleton University may be suspended.

If it is determined that an act of academic dishonesty has occurred, a grade of XF is considered the normal sanction for students. The grade of XF is noted on the academic transcript as failure due to academic dishonesty. Lesser or more severe sanctions may be imposed when there are circumstances to warrant such consideration. Suspension or expulsion from the university may be imposed even for a first offense.

Students not conducting themselves in a professional and courteous manner in the educational environment or students who violate any policy of Harrison Middleton University may also be in breach of student responsibilities and subject to action up to and including dismissal from the university.

All students at Harrison Middleton University are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The university promotes, as part of its mission and purpose, the development of men and women of strong character and responsibility. Honesty and dependable self-discipline are extremely important. Students must commit to satisfactorily completing all coursework within the required sixteen (16) week (maximum) per course time frame. The university expects students to actively pursue their studies and regularly submit coursework. Students also agree to fulfill all financial responsibilities to Harrison Middleton University.

Student Academic Conduct

Consistent with Harrison Middleton University's mission statement and Honor Code, it is the intent of the university that its students make satisfactory progress toward their degree objectives and achieve academic success. If a student has special circumstances that make it impossible to complete a normal course load, the student must submit a request for a course extension, academic extension, or leave of absence to the Registrar. Below are the requirements to maintain satisfactory student progress throughout any program at the university.

Matriculation

A student matriculates into the program upon completion of the Great Conversation course and the approval of the individualized program of study.

Satisfactory Student Progress

Harrison Middleton University encourages persistent efforts on the part of all students. The university expects each student to take full responsibility for his or her academic work and academic progress. To progress satisfactorily and maintain an active standing, students must:

- Maintain a GPA of 3.00 on a 4.00 scale for graduate work completed at Harrison Middleton University
- Complete a minimum of one course within a sixteen (16) week period.
- Meet all of the requirements for each course for which he or she is enrolled. Students are expected to regularly submit coursework to meet the sixteen (16) week time frame and pursue their individual studies with diligence.
- Complete the master's program in no less than one year, and no more than six years from the date of initial enrollment unless authorized by the university.
- Complete the doctoral degree program in no less than two years and no more than ten years from the date of initial enrollment unless authorized by the university. Doctoral students must comply with the five-year time limit for graduation after passing the second comprehensive examination.

Students are notified promptly if they are administratively withdrawn for non-compliance with the satisfactory student progress policy.

Course Extension

If for personal, professional, or financial reasons a student will be unable to complete a course within sixteen (16) weeks, the student will need to notify his or her Mentor and submit, for approval, a Request for Course Extension in writing to the Registrar including a date when he or she anticipates being able to successfully complete the course. Students can be granted a maximum of two course extensions per calendar year which do not exceed six (6) weeks per request. Once the request has been approved by the university, the student will be notified in writing. If a student will need more than an additional six weeks, then he or she will need to submit a request for an Academic Extension or a Leave of Absence. Receiving a course extension in no way suspends any financial obligations students may have to the university.

Academic Extension

Occasionally students encounter personal challenges or difficulties while enrolled at Harrison Middleton University that prevent them from completing all course requirements within a sixteen (16) week period. Under these circumstances, it is the student's responsibility to notify his or her Mentor and submit, for approval, a Request for Academic Extension in writing to the Registrar indicating his or her petition for a six-week to six-month extension in order to complete all course requirements. Additional documentation may be requested. Once the request has been approved by the university, the student will be notified in writing. If a student will need more than an additional six months, then he or she will need to submit a request for a Leave of Absence. Receiving an academic extension in no way suspends any financial obligations students may have to the university.

Leave of Absence

A student may receive a leave of absence by notifying his or her Mentor and submitting, for approval, a Request for Leave of Absence in writing to the Registrar. The request must state the reason and the expected date of return. Additional documentation may be requested. Once the request has been approved by the university, the student will be notified in writing. Receiving a leave of absence in no way suspends any financial obligations students may have to the

university. Students who decide not to return to the university must formally withdraw their registration.

Harrison Middleton University requires documentation supporting a request for a medical leave of absence from the treating healthcare provider. The supporting medical documentation should include a basis for the medical leave and support the time period required for recovery.

Academic Probation and Suspension

When a student's cumulative grade point average falls below 3.00 or the student has failed to make satisfactory progress within ten (10) weeks in a course, probation occurs. A student on academic probation has a maximum of an additional sixteen (16) weeks to raise the cumulative average above the minimum standard, either by completing additional courses or repeating courses bearing inadequate grades, or completing the required coursework within the sixteen (16) week time frame. When a course is repeated, the original grade is replaced by the subsequent course grade. The cost for repeating a course is determined by the tuition schedule outlined in the Financial Information section of the current university catalog. Academic suspension will follow only if a student is unable to return to satisfactory progress within sixteen (16) weeks. Suspended students may apply for readmission to the university after a period of one year. Receiving an academic probation or suspension in no way suspends any financial obligations students may have to the university.

Inactive Status

In the event the university fails to receive any coursework from a student within a ten (10) week period, he or she will be placed on inactive status. To return to active status, the student must submit a Request for Reactivation form accompanied by a \$50.00 reactivation fee within the sixteen (16) weeks following inactive status notification. Inactive status in no way suspends any financial obligations students may have to the university.

If an inactive student chooses not to return to active status within sixteen (16) weeks, the process for withdrawal from the program will be initiated by the university. Students desiring to return to their studies must be re-evaluated and will be subject to any changed academic requirements, tuition increases, and policy changes in force at the time of re-enrollment.

Dismissal of Delinquent Students

The university reserves the right to request at any time the withdrawal of a student who cannot or does not maintain the required standard of scholarship, or whose continuance in the university would be detrimental to his or her health, or the health of others, or whose conduct is not satisfactory to the authorities of the university. Students are notified promptly if they are administratively withdrawn for noncompliance with attendance or other administrative policy. Additional information regarding the dismissal of delinquent students may be found in the Student Academic Conduct section.

Admission and Enrollment – Change of Programs or Concentrations

An applicant is admitted to a specific program of study and cannot change programs or concentrations without first securing the written approval of the Dean. Students must request a change of program or concentration in writing, including an essay discussing the reason for the change and including an updated program of study. The Change in Program Fee is \$100, and the Change in Program Curriculum Fee is \$50. Students must receive approval prior to continuing

with their studies. Specific questions regarding a program should be directed in writing to the Dean.

Withdrawal from the University

Students seeking to officially withdraw from Harrison Middleton University must notify the university and request any applicable tuition refund. Students must notify the university in writing by e-mail or mailing through the United States Postal Service. The withdrawal procedure is as follows:

- The student must notify the university of his or her intent to withdraw from a program and request a refund of applicable tuition.
- Refunds, if any, will be according to the stated university policy as outlined in the Financial Information section.
- All remaining balances, subject to any offset for refund, must be paid in full at the time of withdrawal.
- The withdrawal will become official when the student receives written notification from the Registrar.

Student Grievance Procedure

Harrison Middleton University strives to provide excellent liberal arts programs and student services. Should an issue be brought to our attention, Harrison Middleton University will take appropriate action to seek resolution. Students are encouraged to pursue our internal resolution process for any complaints before contacting external sources for resolution.

A student grievance is an issue that interferes with the student's learning experience or involves potential violation of University policy or stated operating procedures. If a student feels that he or she has been treated unfairly or unjustly by an employee, Tutor, Mentor, Portfolio Evaluator, or Registrar with regard to an academic process such as grading, testing, or assignments, the student must submit a written statement of the grievance to the Vice President for Education (or designee). The written statement of the grievance must be submitted within seven calendar days of the action occurring and include any relevant supporting documentation. The individual filing the grievance will receive notification from the Vice President for Education (or designee) confirming receipt of the grievance within five calendar days.

The Vice President for Education (or designee) is the final authority on all academic matters. If a student has a grievance on the basis of race, color, gender, religion, age, marital status, national origin, physical disability, veteran's status, any other basis prohibited by applicable federal, state, or local laws, or any other matter, the student should contact the Vice President for Education (or designee) at e-mail: Information@hmu.edu or by mail to:

Harrison Middleton University
Vice President for Education
3345 South Rural Road
Tempe, AZ 85282-5404

The student's grievance will be assessed within 30 days.

Arizona State Board for Private Postsecondary Education Grievance Procedure

If a complaint cannot be resolved after exhausting Harrison Middleton University's grievance procedure, the student may file a complaint with the Arizona State Board for Private

Postsecondary Education (pursuant to Arizona Administrative Code Rule R4-39-403). The student must contact the State Board for further details:

Arizona State Board for Private Postsecondary Education

1740 West Adams, Third Floor

Phoenix, AZ 85007

Telephone: 602.542.5709 / Website: ppse.az.gov/student-complaint-procedure

SARA Complaint Resolution Process

The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions including Harrison Middleton University in relation to non-instructional complaints. Instructional complaints, such as grade grievances, are not reviewed by the Council and should not be submitted for review. Prior to registering a non-instructional complaint with the Arizona SARA Council, the student/complainant must complete Harrison Middleton University's and the Arizona State Board for Private Postsecondary Education's complaint process, as listed above.

Distance education students who have completed the internal institutional grievance process and the applicable state grievance process may appeal complaints to the AZ SARA Council. Complaints must be submitted within two years of the incident. Complaints regarding student grades or student conduct violations may not be appealed to the AZ SARA Council. For additional information on the complaint process, please visit the AZ SARA complaint page: azsara.arizona.edu/complaints.

Distance Education Accrediting Commission Complaint Resolution Process

Harrison Middleton University is accredited by the Distance Education Accrediting Commission (DEAC). Students may also file a grievance or complaint with the Distance Education Accrediting Commission through their Online Complaint System, which enables individuals to file a complaint directly from the DEAC website. The complaint form may be found at deac.org/Student-Center/Complaint-Process.aspx. All complaints should be submitted using this form. For those who cannot access the Internet, written complaints will be accepted provided they include the complainant's name and contact information and a release from the complainant(s) to DEAC. Where circumstances warrant, the complainant may remain anonymous to the institution, but all identifying information must be given to DEAC.

Written complaints must contain the following: the basis of any allegation of noncompliance with DEAC standards and procedures; all relevant names and dates and a brief description of the actions forming the basis of the complaint; copies of any available documents or materials that support the allegations; a release authorizing DEAC to forward a copy of the complaint, including identification of the complaint(s) to the institution. In cases of anonymous complaints or where the complainant requests for his or her name to be kept confidential, DEAC considers how to proceed and whether the anonymous complaint sets forth reasonable and credible information that an institution may be in violation of DEAC's standards and whether the complainant's identity is not necessary to investigate.

Distance Education Accrediting Commission (DEAC)

1101 17th Street NW, Suite 808

Washington, D.C. 20036

Telephone: 202.234.5100 / Facsimile: 202.332.1386

Website: deac.org

Job Placement Disclaimer

Harrison Middleton University does not guarantee job placement, advancement, or continued employment to graduates upon program/course completion or upon graduation. The university does not provide any occupational assistance.

Term Dates

All programs are designed to comply with Harrison Middleton University's admission policy allowing students to begin their program of study at any time. A student's term begins upon enrollment in a program and culminates with graduation. Term length will vary depending on the program selected and the desire and motivation of the particular student. Individual courses must be completed within a maximum of sixteen (16) weeks.

Time Limitation

Though students determine their lesson completion goals and set their own study schedules, Harrison Middleton University expects students to actively pursue their studies and regularly submit coursework. Once registered for any course, students have a maximum of sixteen (16) weeks to finish all course requirements. For students who are enrolled in a course during a university recess, additional weeks will be added to the course completion deadline: one week for spring recess, three weeks for summer recess, one week for fall recess, and two weeks for the winter recess.

Grading System

Harrison Middleton University uses the following system of grading:

A	Outstanding	4.00
B	Commendable	3.00
C	Average	2.00
D	Deficient, minimal pass	1.00
F	Failure	0.00
P	Pass	-
XF	Failure Due to Academic Dishonesty	0.00

Pass (P): students may not elect the Pass/Fail grade for regularly graded courses. A grade of Pass/Fail is awarded for a Comprehensive Examination. A grade of "Pass" may be awarded for the Capstone course at the discretion of the Instructional Team. Students earn hours for a "P" grade, but the grade is not used for computing students' GPA.

Grades are recorded for completed classes only. Incomplete coursework will not be recorded.

Each assessment in a course is equally weighted when calculating the final course grade.

Grade Point Average

The academic standing of a student is expressed in terms of a grade point average (GPA). A grade point average is computed by dividing the total number of grade points earned at Harrison Middleton University by the total number of hours attempted at Harrison Middleton University.

Graduation

All degrees are conferred when the program is satisfactorily completed.

Student Records and Transcripts

Requests for official transcripts can be made at hmu.edu/request-a-transcript/ or by contacting the Registrar at 877-248-6724 or Registrar@hmu.edu. An e-transcript bearing the signature of a university official will be issued. Harrison Middleton University delivers official transcripts electronically to the recipient with a secure, password-protected link. A \$10.00 transcript fee must accompany each request. A separate fee is required for each transcript recipient.

Transcripts from other institutions found in admission files cannot be reproduced for student use. These transcripts must be obtained directly from the issuing institution.

Requirements and Timetable

Although detailed criteria are given under the specific degree descriptions, the following general requirements also apply:

- Upon completion of the first course, an Instructional Team will be assigned to the student.
- If, for any reason, the course listed in a program cannot be followed or the student wishes to suggest an alternative course more suited for his or her particular needs, a Change in Program Curriculum request must be submitted to the university.

A degree is granted in accordance with the catalog in effect at the time of enrollment. The candidate must:

- File an Intent to Graduate form accompanied by the \$100 Graduation Fee.
- Satisfy all outstanding financial obligations to the university.

Transfer Credit

Transfer credit may be accepted subject to the provisions found under Policy for Awarding Transfer and Extra-Institutional Learning Credit. Courses accepted for transfer credit must be relevant to the program of study and equivalent in both content and degree level. Harrison Middleton University accepts graduate-level credit from courses in which the student has earned a grade of "B" or better from an institution accredited by an institutional accrediting agency recognized by the United States Secretary of Education or an institutional agency recognized by the Council of Higher Education Accreditation (CHEA) or its successors. However, due to considerable differences in course content and instructional quality of work done at other colleges or universities, Harrison Middleton University does not consider grade points or hours attempted for work completed at other institutions. Therefore, transfer credit neither raises nor lowers a student's grade point average.

The acceptance of transfer credits between institutions lies within the discretion of the receiving college or university. Credits earned at other institutions may or may not be accepted by Harrison Middleton University. Likewise, credits earned at Harrison Middleton University may or may not be accepted by another institution depending upon its own programs, policies, and regulations. Students planning to complete credit elsewhere before applying to Harrison Middleton University are advised to contact the Admissions Office and verify the acceptability of credits from that institution. Likewise, any student relying on Harrison Middleton University credit for transfer to or enrollment in another institution is urged to check with that institution prior to enrollment at Harrison Middleton University.

Graduate Transfer Credit Policy

Students pursuing a Master of Arts may transfer up to eighteen (18) credit hours from an approved institution(s) which satisfy the subject matter and curriculum requirements of the student's chosen program at Harrison Middleton University. Students pursuing a Doctor of Arts or Doctor of Education may transfer up to nine (9) credit hours from an approved institution(s) which satisfy the subject matter and curriculum requirements of the student's chosen program at Harrison Middleton University. In instances where a student seeks to transfer more than the maximum allowable percentage of required credit hours, HMU will conduct a comprehensive assessment of the student's credits earned and document how the credits align with program outcomes. In such cases, transfer credit allowances may not exceed 40 percent of the credits required for the doctoral degree.

Students can request to transfer credits when submitting their proposed program of study during The Great Conversation: The Cornerstone Course. Students must provide appropriate documentation of the successfully completed course(s). Appropriate documentation includes official transcripts mailed from the institution directly to the Harrison Middleton University Registrar and a copy of the institution's catalog, syllabus, or course outline which includes summary information about the course(s) requested for transfer. Prior to enrollment, HMU will review transcripts and provide prospective students an estimate of what credits may be awarded and how they may be applied to a student's degree pathway. The student's program tuition will be reduced upon acceptance of transfer credits.

Harrison Middleton University's transfer credit policy is fair and equitable. Students may appeal a transfer credit decision by submitting a written statement to the Vice President for Education. The Vice President for Education (or designee) is the final authority on all academic matters. Submit the appeal to the Vice President for Education (or designee) at e-mail: Information@hmu.edu or by mail to:

Harrison Middleton University
Vice President for Education
3345 South Rural Road
Tempe, AZ 85282-5404

The appeal will be assessed within 30 days.

Limits on Awarding Transfer and Extra-Institutional Credit for Graduate Students

A student enrolled in a master's program must complete a minimum of eighteen (18) credit hours at Harrison Middleton University in order to earn a degree.

A student enrolled in a doctoral program must complete a minimum of fifty-one (51) credit hours at Harrison Middleton University in order to earn a degree.

Harrison Middleton University does not accept experiential learning credits through portfolio assessment for transfer into a graduate program. Harrison Middleton University reserves the right to accept or reject any or all academic credits offered for transfer.

Faculty Conflict of Interest Policy

All faculty members of Harrison Middleton University must be committed to conducting themselves in accordance with the highest standards of integrity and ethics. This includes

identification of the potential for conflicts of interest and the assurance that participation by faculty in such activities does not improperly affect the university.

A conflict of interest occurs when a faculty member is in a position to advance his or her own interests or that of his or her family or others, to the detriment of Harrison Middleton University. Faculty members are required to disclose a situation which may constitute an actual or potential conflict of interest.

Intellectual Property Policy

Harrison Middleton University owns all proprietary rights, including patent, copyright, trade secret, and trademark rights to all Harrison Middleton University materials provided in conjunction with enrollment. No portion of the materials may be copied or otherwise duplicated, nor may the materials be distributed or transferred to any other person or entity. The materials are for the use of the individual student in a Harrison Middleton University course or program. Any other use of the materials violates the enrollment agreement.

Policy for Awarding Transfer and Extra-Institutional Learning Credit

Recognition of Prior Learning

Harrison Middleton University defines extra-institutional learning as learning that is attained outside of accredited postsecondary education institutions. Students bring with them a wealth of learning from work experience, and participation in formal courses sponsored by associations, businesses, government, industries, the military, and unions.

Harrison Middleton University recognizes the prior learning of admitted students by awarding credit for transfer courses completed at an accredited institution and documented through official transcript when the credit is applicable to the student's program at Harrison Middleton University.

Faculty Role

Harrison Middleton University evaluates extra-institutional learning and awards credit only in subject-matter fields covered by the curriculum of Harrison Middleton University programs. All recognition for transfer credit is evaluated by the Office of Admissions under the direction of qualified faculty.

Credit for Training Programs

The American Council on Education's (ACE) National Guide contains ACE credit recommendations for formal courses or examinations offered by various organizations, from businesses and unions to the government and military. Credit recommendations are accepted subject to the student's program requirements and the Policy on Awarding Transfer and Extra-Institutional Credit.

Foreign Credential Evaluation

Applicants with non-U.S. educational credentials must first obtain a foreign credentials evaluation from Educational Credential Evaluators, Inc. (ECE), or another independent evaluation service that is a member in good standing with the National Association of Credential Evaluation Services (NACES) and is approved by the university. A "General with Grade Average" evaluation will be required to document a degree earned. A "Course-by-Course" evaluation will be required for international applicants seeking to transfer graduate credit. Request forms and cost information are available at the ECE website: ece.org.

Military Training

Any military training which is applicable to a program at Harrison Middleton University will be accepted for transfer credit based on the recommendations of the American Council on Education (ACE) as outlined in the ACE Military Guide. To be official, all required forms must be sent directly to Harrison Middleton University from the issuing authority.

∞Institutional Outcomes

Institutional Outcomes include the knowledge, skills, abilities, and attitudes that students develop as a result of their overall educational experience at Harrison Middleton University, including courses, programs, and student services.

Upon successful completion at Harrison Middleton University, students will demonstrate sophisticated **critical thinking skills**, the ability to analyze problems and apply new knowledge; collect, synthesize, and evaluate ideas, information, and data to develop research parameters and derive conclusions; use logic and evidence to support claims, arguments, and original ideas.

Students will apply the precepts of **ethical reasoning**, the ability to identify and evaluate the ethical issues and problems particular to a field of study; formulate criteria for assessing the validity and efficacy of the ideas, research, and applications pursued in their chosen fields.

Students will promote **civic engagement** and **social responsibility**, the ability to examine community challenges and broader social concerns in the context of the humanities and within a continuum of fundamental questions regarding the nature of human existence; demonstrate the value of interpretive analysis and inquiry-based discussion as cornerstones of civil discourse and social harmony.

Students will demonstrate **global citizenship**, the ability to apply interdisciplinary knowledge of Western cultural history to fields of study beyond the Western tradition; extend their knowledge and experience of cultural history in the service of collaborative research and publications.

Students will engage in **lifelong learning**, the ability to sustain the habits of close reading, questioning, and inquiry-based exploration; utilize self-directed programs of study and Capstone projects as foundations for the lifelong pursuit of intellectual inquiry, original thought, and interdisciplinary knowledge.

Master of Arts Program

Master of Arts Program Curriculum

Graduates of the Master of Arts program will be able to think, speak, read, and write about vital ideas of the humanities and the Western cultural tradition with confidence and sophistication, demonstrating intellectual maturity and initiative that can be applied to a range of future endeavors. The master's program consists of 36 credit hours with emphasis in imaginative literature, natural science, philosophy and religion, and social science. Students whose programs devote 18 or more credit hours to one of these disciplines may state this concentration in their transcripts. (This is a distance education program, and students are never required to attend an on-campus class.)

Master of Arts – Program of Study

The Master of Arts program consists of 36 graduate credit hours:

The Great Conversation: The Cornerstone Course	4 credit hours
Core Program	28 credit hours
The Capstone (project, practicum, or thesis)	4 credit hours
Total Program Credits:	36 credit hours

In designing a Master of Arts program, students may choose to do an in-depth study of an idea from one of the disciplines of imaginative literature, natural science, philosophy and religion, or social science, or they may proceed with an in-depth study of specific authors. Students, in close consultation with their Instructional Team, may also study primary source documents drawn from Britannica (*Great Books of the Western World*), Oxford University Press, Penguin Modern Library Classics, Penguin Nonfiction Classics, and W.W. Norton & Company.

During the first course, The Great Conversation: The Cornerstone Course, the student, with the guidance of the Instructional Team, will make decisions concerning his or her program of study that are required to meet the curricular requirements of the university. The selected Capstone must align with all federal regulations and the student's home-state rules regarding state authorization.

Master of Arts – Program Objectives

A Master of Arts signifies that the recipient has passed an integrated course of study in one or more of the humanities. Upon successful completion of the Master of Arts program, students will have met the following objectives:

- Design, implement, and complete a self-directed graduate program of study of the great works in the liberal arts.
- Demonstrate facility with the methods of inquiry-based discussion by formulating interpretive questions and taking part in course discussions.
- Think critically about essential ideas in humanities and Western thought and engage in rigorous discussion about fundamental questions of human existence.

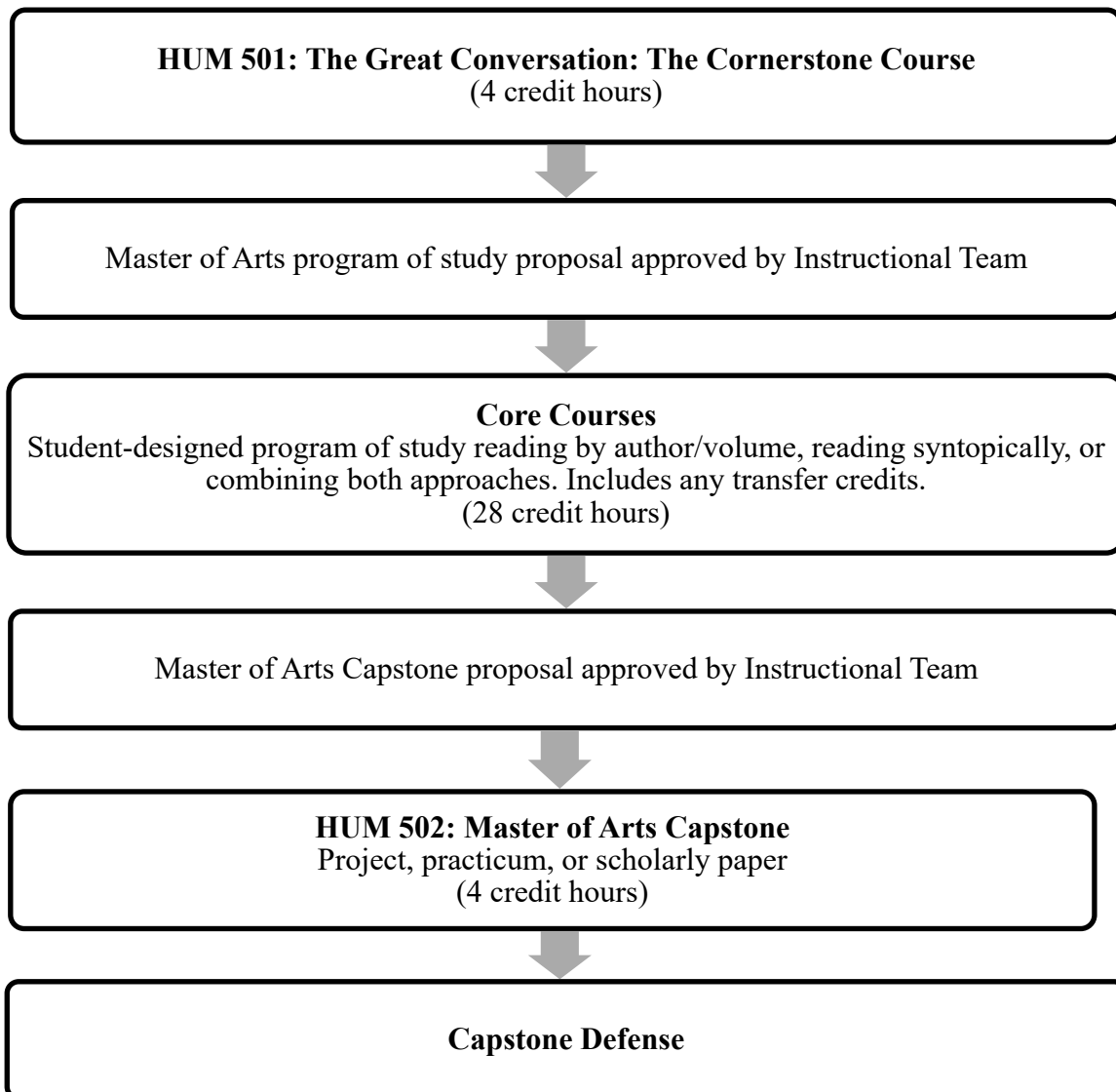
- Demonstrate an interdisciplinary knowledge of Western cultural history in their fields of choice.
- Evaluate and synthesize the major literature, theories, practices, problems, and ethical issues discussed in their coursework.
- Communicate effectively with clarity and sophistication in written and oral form in a variety of settings; utilize logical coherence and consistency, and the proper use of evidence and citations, in order to explore their fields of choice.
- Present evidence of significant intellectual inquiry in the form of a Capstone and its defense.

Master of Arts – Program Outcomes

The following program outcomes are derived from the overall program objectives and promote the development of critical thinking, ethical reasoning, civic engagement, social responsibility, global citizenship, and lifelong learning.

- Written assignments—Upon completion of the program the student will have prepared for each discussion by formulating original interpretive questions and selecting passages for textual analysis that explore the course texts, considering multiple possibilities of meaning in a way that is relevant to the student’s area of interest.
- Discussions—Upon completion of the program the student will have participated in inquiry-based discussions, answering and elaborating upon his or her interpretive questions in order to further develop initial thoughts and reactions, clarify ideas, and build a network of interpretive possibilities.
- Essays—Upon completion of the program the student will have composed end-of-course essays that demonstrate graduate-level writing skills, an understanding of the course texts, and an original interpretive stance on some aspect of those texts.
- The Capstone—Upon completion of the program the student will have proposed, planned, and executed a Capstone that applies the knowledge and skills acquired in coursework to a project of interest, making a tangible contribution to his or her field of choice.
- Capstone defense—Upon completion of the program the student will have presented an oral or written Capstone defense to the members of his or her Instructional Team, demonstrating the merit of the Capstone itself as well as proficiency in the necessary communication skills.

Master of Arts Program Flowchart



Master of Arts Course Descriptions

HUM 501: The Great Conversation: The Cornerstone Course (Required)

The Great Conversation: The Cornerstone Course is the first course a graduate student completes at Harrison Middleton University. The course is specially designed to guide the student through the process of developing an Individualized Program of Study for a graduate degree. First, students are introduced to the interpretive process and learn how to write effective factual, interpretive, and evaluative questions, and in direct relation to this process, they learn how to identify passages for textual analysis. This prepares students for inquiry-based discussions of course texts. Students also learn how to utilize available resources for identifying primary source material: the authors, reading selections, and ideas that will be the focus of their study. Finally, students—with the guidance of an Instructional Team—design the courses for their Individualized Program of Study. Students are encouraged to design programs that fire the imagination and motivate their learning, focusing on authors, ideas, topics, and subtopics that meet their educational goals. All courses at the university are reading and discussion based, but students may choose to design a course that permits additional intensive reading and conferencing in a specialized area, or students may design a course that includes a field or travel component (for example, attending workshops or conferences, engaging in fieldwork, or conducting field research). As the culminating assignment in The Great Conversation: The Cornerstone Course, the graduate student will submit the proposal for the Individualized Program of Study to the Instructional Team for approval. (4 credit hours) Prerequisite: None.

HUM 502: Master of Arts Capstone (Required)

The Capstone is the culminating experience at the university. It allows the graduate student to demonstrate his or her personal knowledge of the authors, ideas, topics, and subtopics studied in their program. The student begins this course by designing and submitting a proposal for his or her Capstone. The selected Capstone must align with all federal regulations and the student's home-state rules regarding state authorization. A student may choose to write a thesis, design a practicum, or plan a project. A thesis is a written account of a sustained inquiry into an idea, theme, or issue of interest to the student. A practicum entails a supervised practical application of the knowledge acquired in the program of study. A project requires applying skills acquired as a result of the student's studies and might include writing a novel, creating a work of art, or writing a substantial essay based on fieldwork relating to the student's program of study. Upon completion of the thesis, practicum, or project, the graduate student will make a presentation with oral and written components to members of his or her Instructional Team. (4 credit hours)

For a full list of curriculum and texts, refer to page 63.

Doctoral Programs

Doctor of Arts – Program Overview

In keeping with Harrison Middleton University's commitment to promote excellence in education and its desire to create highly trained scholars and professionals who have a broad, interdisciplinary perspective, the university offers a Doctor of Arts program. Students design their own program of study and choose interdisciplinary doctoral coursework from the fields of imaginative literature, natural science, philosophy and religion, and social science. Students whose programs devote 24 or more credit hours to one of these disciplines may state this concentration in their transcripts.

Through the exploration of imaginative literature, primary texts in the natural sciences, philosophical and religious tracts, and works in the social sciences, students at Harrison Middleton University develop and refine their capacities to analyze, interpret and criticize complex works within their areas of interest. The emphasis on interdisciplinary systems of knowledge—in combination with a supportive distance learning program that encourages personal and social development—also helps to foster intellectual vitality, confidence, independent thinking, leadership, and flexibility. (This is a distance education program, and students are never required to attend an on-campus class.)

About the Doctor of Arts Program

This program of study requires students to complete 60 credit hours of graduate credit beyond the master's degree level. The Doctor of Arts program of study is designed by the student in consultation with the student's Instructional Team, and the student submits his or her proposal for the Doctor of Arts program to the university and it is approved by the student's Instructional Team and the Dean.

The Doctor of Arts at Harrison Middleton University is delivered entirely at a distance and uses a flexible and individualized, student-created program of study. In this way, the manner in which the student fulfills the degree requirements can be tailored to each student's educational and career goals.

Doctor of Arts – Program of Study

Harrison Middleton University's Doctor of Arts program is based on the belief that primary source documents provide opportunities for the past to be explored. With access to primary source readings from the *Great Books of the Western World*, Oxford University Press, Penguin Modern Library Classics, Penguin Nonfiction Classics, and W.W. Norton & Company, as well as other primary source materials from the *Syntopicon's* "Bibliography of Additional Readings," Doctor of Arts students, in close consultation with their Instructional Team, create a program of study rich in primary sources.

Studying primary sources is not only the best way for students to develop a sophisticated knowledge of their subject matter, but also the best way to become conversant with the systems of analysis common to other bodies of knowledge. This approach, using both subject area and interdisciplinary content, builds analytical and synthetic thought, hones research methods, and improves written and oral communication skills, introducing students to a variety of fields which are enhanced by advanced training, including, but not limited to, art, architecture, business, civil service, education, engineering, law, medicine, publishing, religion, and science.

The Doctor of Arts program consists of *The Great Conversation: The Cornerstone Course* (4 credit hours); 48 credit hours of coursework divided into two 24-credit-hour blocks consisting of readings from ancient and modern classics; and the Doctor of Arts Capstone (8 credit hours). The Capstone proposal requires the creation of a substantial original work. The work must be a significant contribution to a field of knowledge and demonstrate the student's proficiency as an independent investigator. The doctoral Capstone proposal must be approved by the student's Instructional Team and the Dean. The selected Capstone must align with all federal regulations and the student's home-state rules regarding state authorization.

In essence, the Doctor of Arts program of study embraces the concept that one's intellectual curiosity should guide learning, the belief that learning is a lifelong pursuit of wisdom, and the idea that such wisdom can be furthered by the interdisciplinary study of the greatest works of the last 3,000 years in imaginative literature, natural science, philosophy and religion, and social science.

Doctor of Arts – Program Objectives

Upon successful completion of the Doctor of Arts program, students will have met the following objectives:

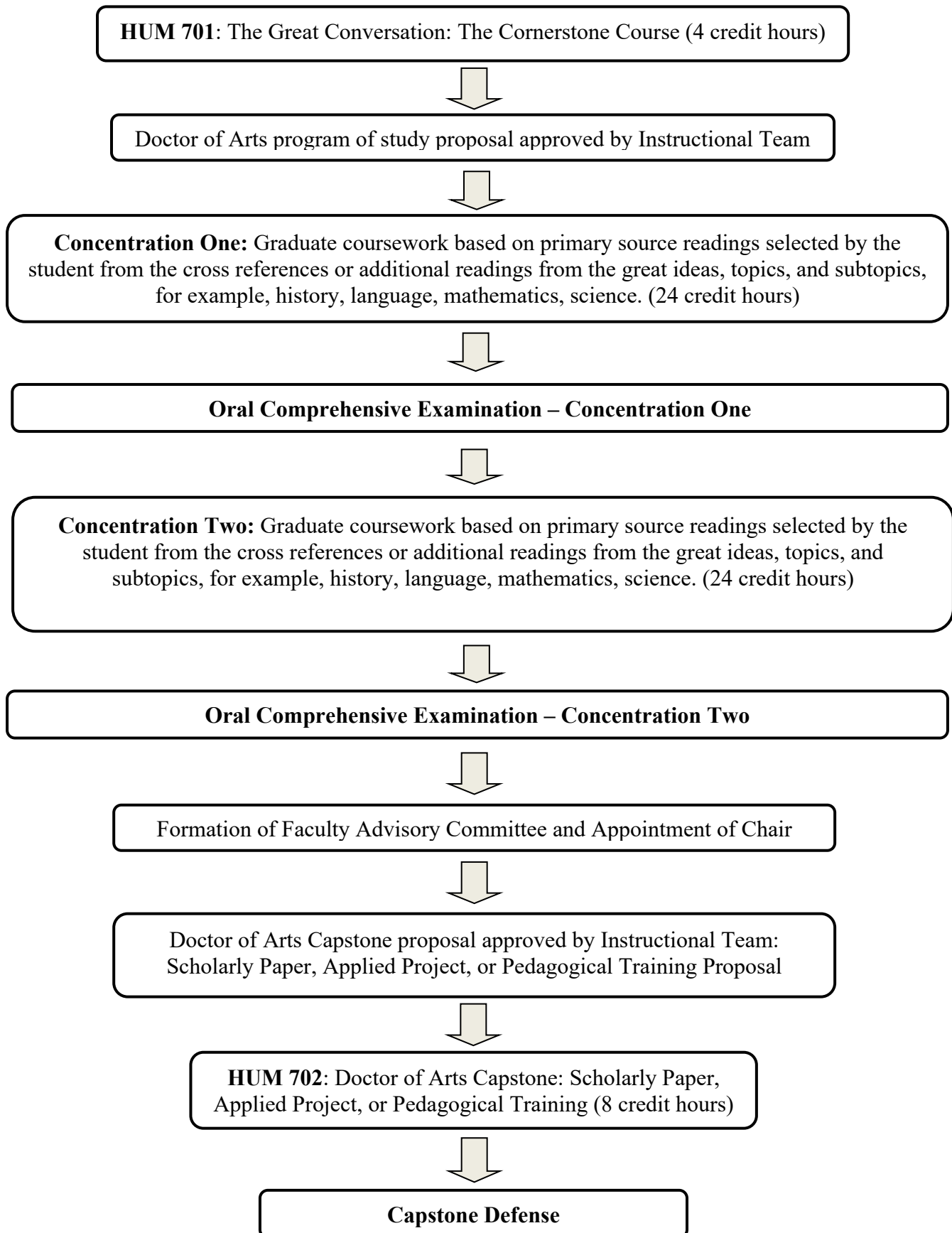
- Design, implement, and complete a self-directed doctoral program of study of the great works in the liberal arts.
- Demonstrate facility with the methods of inquiry-based discussions by formulating interpretive questions and taking part in course discussions.
- Think critically about essential ideas in the humanities and Western thought and engage in rigorous discussion about fundamental questions of human existence.
- Demonstrate an interdisciplinary knowledge of Western cultural history in their fields of choice.
- Evaluate, synthesize, and articulate the major literature, theories, practices, problems, and ethical issues discussed in their coursework.
- Communicate effectively with clarity and sophistication in written and oral form in a variety of settings; utilize logical coherence and consistency, and the proper use of evidence and citations, in order to explore their fields of choice.
- Present evidence of significant intellectual inquiry, original thought, and interdisciplinary knowledge in the form of a Capstone and its defense.

Doctor of Arts – Program Outcomes

The following program outcomes are derived from the overall program objectives and promote the development of critical thinking, ethical reasoning, civic engagement, social responsibility, global citizenship, and lifelong learning.

- Written assignments—Upon completion of the program the student will have prepared for each discussion by formulating original interpretive questions and selecting passages for textual analysis that explore the course texts, considering multiple possibilities of meaning in a way that is relevant to the student's area of interest.
- Discussions—Upon completion of the program the student will have participated in inquiry-based discussions, answering and elaborating upon his or her interpretive questions in order to further develop initial thoughts and reactions, clarify ideas, and build a network of interpretive possibilities.
- Essays—Upon completion of the program the student will have composed end-of-course essays that demonstrate graduate-level writing skills, an understanding of the course texts, and an original interpretive stance on some aspect of those texts.
- Comprehensive exams—Upon completion of the program the student will have participated in two rounds of comprehensive oral examinations with a panel of faculty members, demonstrating facility with the concepts and texts relevant to his or her program of study as a result of both advance preparation and spontaneous analysis in response to prompting.
- The Capstone—Upon completion of the program the student will have proposed, planned, and executed a Capstone that applies the knowledge and skills acquired in coursework to a project of interest, making an original contribution to his or her field of choice.
- Capstone defense—Upon completion of the program the student will have presented an oral or written Capstone defense to the members of his or her Instructional Team, demonstrating the merit of the Capstone itself as well as proficiency in the necessary communication skills.

Doctor of Arts Degree Program Flowchart



Doctor of Arts – Oral Comprehensive Examinations

Doctoral students complete two oral comprehensive examinations. Doctor of Arts students, upon completion of the first concentration of twenty-four credit hours, will schedule their first oral comprehensive examination. Upon completion of the second concentration of twenty-four credit hours, students schedule the second oral comprehensive examination. Requiring students to complete two separate oral comprehensive examinations spaced throughout their program ensures a higher success and completion rate. This allows students to set short-term benchmark goals which are attainable within a rigorous doctoral program.

Doctor of Education – Program Overview

The Doctor of Education 60-credit-hour program explores the development of education and offers students a foundation in historical, social, and philosophical literature. Prospective students must demonstrate superior scholarship in the field of education. The program is appropriate for educational practitioners seeking relevant and advanced study that will make them more thoughtful teachers and better-informed decision makers. Students study both classic and leading contemporary thought, including curriculum theory, history, law, and philosophy. (This is a distance education program, and students are never required to attend an on-campus class.)

About the Doctor of Education Program

Graduates of the Doctor of Education program will be able to think, speak, read, and write in a broad manner about the field of education and related topics, demonstrating a breadth of knowledge, intellectual maturity, and initiative that can be applied to a range of future endeavors.

This program of study requires students to complete 60 credit hours of graduate credit beyond the master's degree level. The Doctor of Education program consists of a cohesive interdisciplinary curriculum specifically tailored to the needs and career goals of the individual student. Students take 24 credit hours of prescribed and optional courses from the Great Idea of Education and 24 credit hours of student-designed courses. Students design interdisciplinary doctoral coursework from the fields of imaginative literature, natural science, philosophy and religion, and social science. Students whose programs devote 23 credit hours to one of these disciplines may state this concentration in their transcripts.

The Doctor of Education degree at Harrison Middleton University is delivered entirely at a distance and uses a flexible and individualized, student-created program of study. In this way, the manner in which the student fulfills the degree requirements can be tailored to each student's educational and career goals.

Doctor of Education – Program of Study

The first required course for the Doctor of Education program, The Great Conversation: The Cornerstone Course, is designed to ensure academic success at Harrison Middleton University, providing students with a clear understanding of curricular options and the skills of self-directed learning. Students are introduced to the interpretive process and learn how to write effective higher order evaluative questions, an important preparation for the in-depth discussions that follow in this course and throughout the doctoral program. Finally, with the aid of an Instructional Team, students choose additional coursework and begin planning the appropriate legal research in preparation for designing the applied project.

At Harrison Middleton University, the core pedagogy of the curriculum is inquiry-based discussion. Using the reading selections, ideas, topics, and subtopics specific to approved programs of study, students in the Doctor of Education program participate in a series of inquiry-based discussions. These in-depth conversations focus on a range of concerns, from learning objectives and expected outcomes to the history of education in Western culture and the significant challenges facing education today.

The best way for students to develop a sophisticated knowledge of education is through a careful examination of ideas, topics, and subtopics discussed by the greatest minds of Western culture across the past thirty centuries. With access to primary source readings from the *Great Books of the Western World*, Oxford University Press, Penguin Modern Library Classics, Penguin Nonfiction Classics, and legal documents – federal and state laws, rules, regulations and guidelines – the Doctor of Education program ensures that students acquire the breadth of knowledge that is the hallmark of an excellent liberal arts education while exploring the current educational environment.

Some of the topics and subtopics students explore include: the means and ends of education, the ideal of the educated person, the education of women, the disadvantages of being educated, the kinds of education (physical, moral, liberal, professional, religious), the training of the body and the cultivation of bodily skills (gymnastics, manual work), the formation of a good character (virtue, a right will: the cultivation of aesthetic taste), the possibility and limits of moral education (knowledge and virtue), the influence of the family in moral training, the role of the state in moral education (law, custom, public opinion), the effect upon character of arts (poetry, music, and other arts: the role of history and examples), the improvement of the mind by teaching and learning, the profession of teaching (the relation of teacher and student), the means and methods of teaching, the nature of learning (its several modes), the order of learning (the organization of the curriculum), the emotional aspect of learning (pleasure, desire, interest), learning apart from teachers and books (the role of experience), the acquisition of techniques (preparation for the vocations, arts, and professions), religious education, God as teacher (divine revelation and inspiration), the teaching function of the church (of priests and prophets), education and the state, the educational responsibility of the family and the state, the economic support of educational institutions, the political regulation and censorship of education, and historical and biographical observations concerning the institutions and practices of education.

No idea stands as an isolated, self-contained entity. In addition to a comprehensive study on topics and subtopics concerning education, Doctor of Education program students expand their research and study by exploring the interrelationships between ideas, for example, the relationship between education and citizen, constitution and democracy, and government and state. This provides the most intensive and detailed research.

Classic authors raise persistent human questions, and their different interpretations of those questions reveal a variety of independent yet complementary meanings. Classic authors also acknowledge, support, elaborate upon, respond to, and criticize each other's ideas. For example, students will find that Dewey enters the Great Conversation by way of Aristotle, Plato, Ptolemy and Copernicus. Students may also explore the works of authors from an extensive list of additional readings.

Finally, students are required to do comprehensive educational research in preparation for designing the applied project. After completing the coursework and the educational research,

students are required to report their findings and propose recommendations for addressing an issue or problem in a memorandum. Upon approval of the Capstone proposal, students then execute their plan for an applied project.

Doctor of Education – Program Objectives

Upon successful completion of the Doctor of Education program, students will have met the following objectives:

- Design, implement, and complete a self-directed doctoral program of study in education and the humanities.
- Demonstrate facility with the methods of inquiry-based discussion by formulating interpretive questions and taking part in course discussions.
- Think critically about essential ideas in the humanities and Western thought and engage in rigorous discussion about fundamental questions of education and human existence
- Demonstrate a coherent and comprehensive knowledge of today's education and the state, the educational responsibility of the family and the state, the economic support of educational institutions, and the political regulation and censorship of education.
- Evaluate, synthesize, and articulate the major literature, theories, practices, problems, and ethical issues discussed in their coursework.
- Communicate effectively with clarity and sophistication in written and oral form in a variety of settings; utilize logical coherence and consistency, and the proper use of evidence and citations, in order to develop an original, creative, and feasible solution to a specific educational problem.
- Present evidence of sustained and significant intellectual inquiry in the form of extensive educational research of the applicable education laws, rules, regulations, and guidelines, both federal and state, and as a result of that research apply solutions to a specific educational problem.

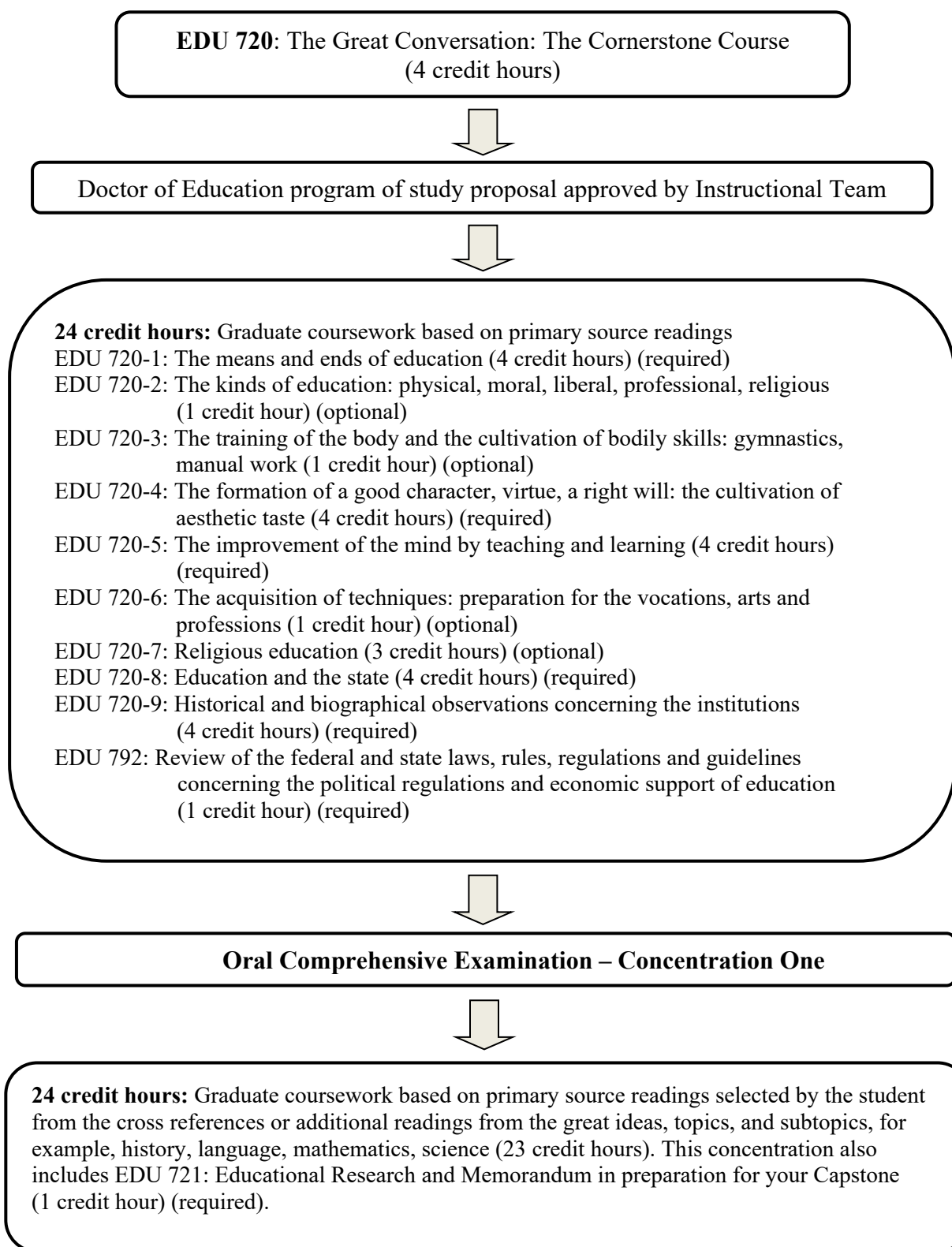
Doctor of Education – Program Outcomes

The following program outcomes are derived from the overall program objectives and promote the development of critical thinking, ethical reasoning, civic engagement, social responsibility, global citizenship, and lifelong learning.

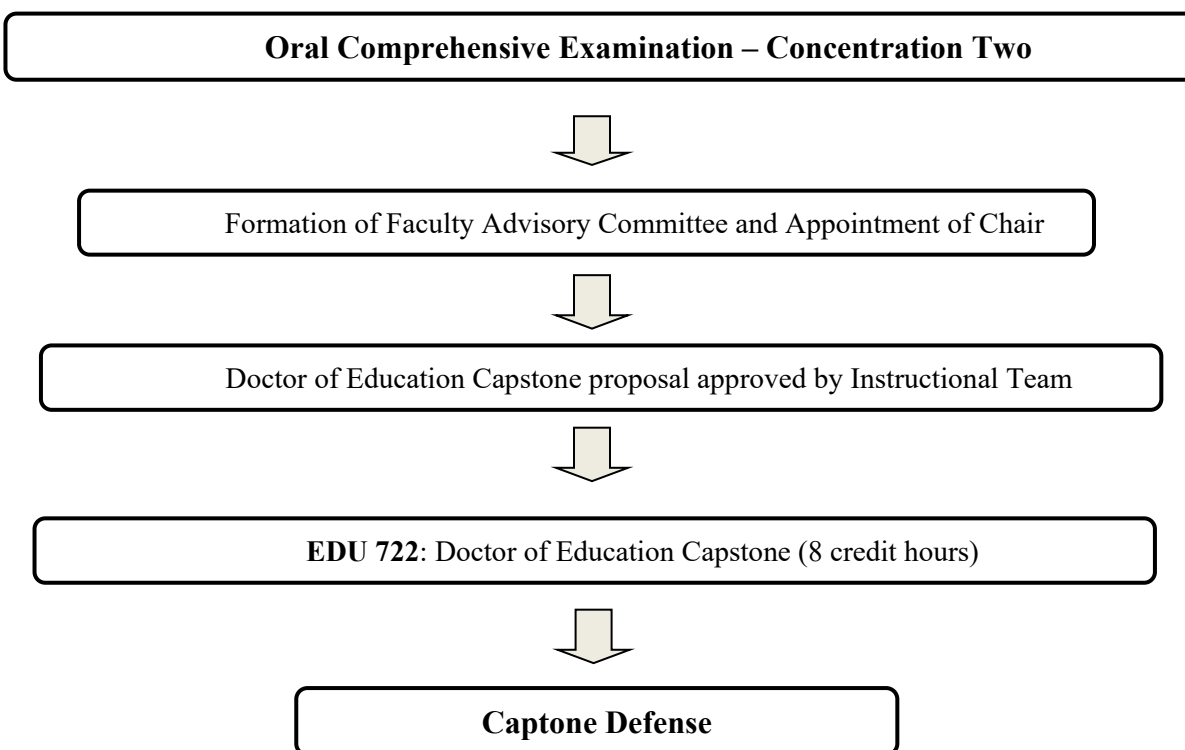
- Written assignments—Upon completion of the program the student will have prepared for each discussion by formulating original interpretive questions and selecting passages for textual analysis that explore the course texts, considering multiple possibilities of meaning in a way that is relevant to the student's area of interest.
- Discussions—Upon completion of the program the student will have participated in inquiry-based discussions, answering and elaborating upon his or her interpretive questions in order to develop initial thoughts and reactions, clarify ideas, and build a network of interpretive possibilities.

- Essays—Upon completion of the program the student will have composed end-of-course essays that demonstrate graduate-level writing skills, an understanding of the course texts, and an original interpretive stance on some aspect of those texts.
- Comprehensive examinations—Upon completion of the program the student will have participated in two rounds of comprehensive oral examinations with a panel of faculty members, demonstrating facility with the concepts and texts relevant to his or her program of study as a result of both advance preparation and spontaneous analysis in response to prompting.
- Office Memorandum—Upon completion of the program the student will have conducted extensive educational research of the laws, rules, regulations, and guidelines, both federal and state, and written a memorandum sharing the findings of the research.
- The Capstone—Upon completion of the program the student will have proposed, planned, and executed an applied project that applies the knowledge and skills acquired in coursework to a project of interest, making an original contribution to the field of education.
- Capstone defense—Upon completion of the program the student will have presented an oral or written Capstone defense to the members of his or her Instructional Team, demonstrating the merit of the Capstone itself as well as proficiency in the necessary communication skills.

Doctor of Education Degree Program Flowchart



Doctor of Education Program Flowchart (continued)



Doctor of Education – Oral Comprehensive Examinations

The Doctor of Education program consists of sixty (60) credit hours beyond the master's degree. The Doctor of Education program includes The Great Conversation: The Cornerstone Education Course (4 credit hours), twenty-four (24) credit hours of prescribed and optional courses from the Great Idea of Education, twenty-four (24) credit hours of student-designed courses, to include one (1) credit hour of Educational Research and Memorandum, and eight (8) credit hours for the Doctor of Education Capstone. Doctoral students also complete two oral comprehensive examinations. Doctor of Education students, upon completion of the first twenty-four credit hours of prescribed courses, will schedule their first oral comprehensive examination. Upon completion of the remaining twenty-four credit hours, students schedule the second oral comprehensive examination. Requiring students to complete two separate oral comprehensive examinations spaced throughout their program ensures a higher success and completion rate. This allows students to set short-term benchmark goals which are attainable within a rigorous doctoral program.

∞ Doctor of Arts Course Descriptions

HUM 701: The Great Conversation: The Cornerstone Course (Required)

The Great Conversation: The Cornerstone Course is the first course a doctoral student completes at Harrison Middleton University. The course is designed to guide the student through the process of developing an Individualized Program of Study for the Doctor of Arts degree. First, students are introduced to the interpretive process and learn how to write effective factual, interpretive, and evaluative questions, and in direct relation to this process, they learn how to identify passages for textual analysis. This prepares students for inquiry-based discussions of course texts. Students also learn how to utilize available resources for identifying primary source material: the authors, reading selections, and guiding ideas that will be the focus of their study. Finally, students—with the guidance of an Instructional Team—design the courses for their Individualized Program of Study. Students are encouraged to design programs that fire the imagination and motivate their learning, focusing on authors, guiding ideas, topics, and subtopics that meet their educational goals. All courses at the university are reading and discussion based, but students may choose to design a course that permits additional intensive reading and conferencing in a specialized area, or students may design a course that includes a field or travel component (for example attending workshops or conferences, engaging in fieldwork, or conducting field research). As the culminating assignment in The Great Conversation: The Cornerstone Course, the doctoral student will submit the proposal for the Individualized Program of Study to the Instructional Team for approval. (4 credit hours) Prerequisite: None.

HUM 702: Doctor of Arts Capstone (Required)

The Capstone is the culminating experience at the university. It allows the graduate student to demonstrate his or her personal knowledge of the authors, ideas, topics, and subtopics studies in the program. The student begins this course by designing and submitting a proposal for his or her Capstone. The selected Capstone must align with all federal regulations and the student's home-state rules regarding state authorization. A student may choose to write a thesis, design a practicum, or plan a project. A thesis is a written account of a sustained inquiry into an idea, theme, or issue of interest to the student. A practicum entails a supervised practical application of the knowledge acquired in the program of study. A project requires applying skills acquired as a result of the student's studies and might include writing a novel, creating a series of works of art, or writing a substantial essay based on fieldwork relating to the student's program of study. Upon completion of the thesis, practicum, or project, the graduate student will make a presentation with oral and written components to members of his or her Instructional Team. (8 credit hours)

Doctor of Education Course Descriptions

EDU 720: The Great Conversation: The Cornerstone Course (Required)

The Great Conversation: The Cornerstone Course is the first course a graduate student completes at Harrison Middleton University. The course is designed to guide the student through the process of developing an Individualized Program of Study for the Doctor of Education degree. First, students are introduced to the interpretive process and learn how to write effective factual, interpretive, and evaluative questions, and in direct relation to this process, they learn how to identify passages for textual analysis. This prepares students for inquiry-based discussions of course texts. Students also learn how to utilize available resources for identifying primary source material: the authors, reading selections, and guiding ideas that will be the focus of their study. Finally, students—with the guidance of an Instructional Team—design the courses for their Individualized Program of Study. Students are encouraged to design programs that fire the imagination and motivate their learning, focusing on authors, guiding ideas, topics, and subtopics that meet their educational goals. All courses at the university are reading and discussion based, but students may choose to design a course that permits additional intensive reading and conferencing in a specialized area, or students may design a Capstone focusing on a current problem within education. As the culminating assignment in The Great Conversation: The Cornerstone Course, the doctoral student will submit the proposal for the Individualized Program of Study to the Instructional Team for approval. (4 credit hours) Prerequisites: None.

EDU 720-1: The means and ends of education (Required)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: the ideal of the educated person, the education of women, and the disadvantages of being educated. The authors for this course include Aristophanes, Euripides, Plato, Aristotle, Lucretius, Epictetus, Aurelius, Plotinus, Augustine, Aquinas, Hobbes, Rabelais, Erasmus, Montaigne, Shakespeare, Cervantes, Bacon, Descartes, Spinoza, Milton, Moliere, Locke, Hume, Swift, Rousseau, Smith, Gibbon, Kant, Mill, Boswell, Hegel, Tocqueville, Goethe, George Eliot, Twain, Marx, Tolstoy, Ibsen, William James, Dewey, Whitehead, Veblen, Weber, Huizinga, and Levi-Strauss. (4 credit hours)

EDU 720-2: The kinds of education: physical, moral, liberal, professional, religious (Optional)

Students will study the authors contained within this topic under the Great Idea Education. The authors for this course include Plato, Aristotle, Epictetus, Augustine, Calvin, Montaigne, Bacon, Descartes, Pascal, Hegel, Austen, Marx, Barth, Weber, and Shaw. (1 credit hour)

EDU 720-3: The training of the body and the cultivation of bodily skills: gymnastics, manual work (Optional)

Students will study the authors contained within this topic under the Great Idea Education. The authors for this course include Aristophanes, Plato, Aristotle, Hippocrates, Plotinus, Virgil, Plutarch, Rabelais, Montaigne, Swift, Rousseau, Gibbon, Hegel, Darwin, William James, Veblen, and Proust. (1 credit hour)

EDU 720-4: The formation of a good character, virtue, a right will: the cultivation of aesthetic taste (Required)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: the possibility and limits of moral education: knowledge and virtue, the influence of the family in moral training, the role of the state in moral education: law, custom, public opinion, the effect upon character of poetry, music, and other arts: the role of history and examples. The authors for this course include Old Testament, Apocrypha, New Testament, Euripides, Aristophanes, Thucydides, Plato, Aristotle, Lucretius, Epictetus, Aurelius, Plotinus, Virgil, Plutarch, Tacitus, Augustine, Aquinas, Dante, Chaucer, Hobbes, Montaigne, Shakespeare, Cervantes, Bacon, Descartes, Spinoza, Milton, Pascal, Moliere, Racine, Locke, Swift, Diderot, Montesquieu, Rousseau, Gibbon, Kant, Mill, Boswell, Hegel, Nietzsche, Tocqueville, Dickens, Twain, Darwin, Tolstoy, Dostoevsky, William James, Freud, Whitehead, Veblen, Huizinga, Proust, and Cather. (4 credit hours)

EDU 720-5: The improvement of the mind by teaching and learning (Required)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: the profession of teaching: the relation of teacher and student, the means and methods of teaching, the nature of learning: its several modes, the order of learning: the organization of the curriculum, the emotional aspect of learning: pleasure, desire, interest, and learning apart from teachers and books: the role of experience. The authors for this course include Homer, Aeschylus, Aristophanes, Plato, Aristotle, Galen, Nicomachus, Lucretius, Epictetus, Plutarch, Tacitus, Ptolemy, Augustine, Aquinas, Dante, Chaucer, Hobbes, Rabelais, Erasmus, Montaigne, Gilbert, Harvey, Bacon, Descartes, Milton, Pascal, Moliere, Locke, Berkeley, Hume, Swift, Rousseau, Smith, Kant, Mill, Boswell, Lavoisier, Hegel, Nietzsche, Goethe, George Eliot, Dickens, Twain, Dostoevsky, Tolstoy, William James, Dewey, Whitehead, Wittgenstein, Planck, Waddington, Veblen, Weber, Levi-Strauss, and Hardy. (4 credit hours)

EDU 720-6: The acquisition of techniques: preparation for the vocations, arts, and professions (Optional)

Students will study the authors contained within this topic under the Great Idea Education. The authors for this course include Plato, Aristotle, Hippocrates, Lucretius, Plutarch, Rabelais, Moliere, Smith, Gibbon, Kant, Mill, Tocqueville, Goethe, Austen, Darwin, Marx, Freud, Dewey, Whitehead, Veblen, Tawney, and Weber. (1 credit hour)

EDU 720-7: Religious education (Optional)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: God as teacher: divine revelation and inspiration and the teaching function of the church, of priests and prophets. The authors for this course include Old Testament, Apocrypha, New Testament, Plato, Epictetus, Augustine, Aquinas, Dante, Chaucer, Calvin, Hobbes, Montaigne, Bacon, Milton, Pascal, Locke, Smith, Gibbon, Kant, Mill, Boswell, Hegel, Austen, Tolstoy, Dostoevsky, Veblen, and Joyce. (3 credit hours)

EDU 720-8: Education and the state (Required)

Students will study the subtopics and authors contained within this topic under the Great Idea Education. The subtopics include: the educational responsibility of the family and the state, the economic support of educational institutions, the political regulation and censorship of education, and the training of the prince, the statesman, the citizen, the proletariat: aristocratic, and democratic theories of education. The authors for this course include Apocrypha,

Aristophanes, Thucydides, Plato, Aristotle, Aurelius, Virgil, Plutarch, Tacitus, Augustine, Aquinas, Machiavelli, Hobbes, Rabelais, Montaigne, Shakespeare, Cervantes, Bacon, Milton, Swift, Montesquieu, Rousseau, Smith, Gibbon, Federalist, Mill, Boswell, Hegel, Tocqueville, Marx, Marx and Engels, Freud, Veblen, Weber, and Orwell. (4 credit hours)

EDU 720-9: Historical and biographical observations concerning the institutions and practices of education (Required)

Students will study the authors contained within this topic under the Great Idea Education. The authors for this course include Aristophanes, Thucydides, Plato, Aristotle, Aurelius, Plutarch, Augustine, Hobbes, Rabelais, Erasmus, Montaigne, Cervantes, Bacon, Descartes, Milton, Moliere, Swift, Diderot, Montesquieu, Rousseau, Smith, Gibbon, Mill, Boswell, Hegel, Tocqueville, Goethe, George Eliot, Dewey, Whitehead, Hardy, Veblen, Weber, Huizinga, Levi-Strauss, Joyce. Additional texts include *Democracy and Education* by John Dewey and *The Montessori Method* by Maria Montessori. (4 credit hours)

EDU 792: Review of the federal and state laws, rules, regulations and guidelines concerning the political regulations and economic support of education (Required)

The student will select an educational area of interest, such as elementary education, secondary education, higher education, pre-school education, history, language, mathematics, science, or testing overall, etc. The student will review the relevant federal and state laws, rules, regulations and guidelines concerning the political regulations and economic support of their chosen area, including available funding. The student will identify issues relevant to a specific educational problem as a result of the research. (1 credit hour)

EDU 721: Educational Research and Memorandum (Required)

The student will conduct extensive educational research of the laws, rules, regulations and guidelines, both federal and state, in preparation for designing the applied project. The student will write a memorandum sharing the findings of the research. (1 credit hour)

EDU 722: Doctor of Education Capstone (Required)

The Capstone is the culminating experience at the university. It allows the graduate student to demonstrate his or her personal knowledge of the authors, ideas, topics, and subtopics studied in the program. The student begins this course by designing and submitting a proposal for his or her Capstone. The selected Capstone must align with all federal regulations and the student's home-state rules regarding state authorization. The student will plan, develop, conduct, interpret, and apply (either directly or indirectly) the research from the memorandum written in EDU 721 to a Capstone which will propose a solution to a current, significant educational issue. Upon completion of the applied project, the graduate student will make an oral or written Capstone defense to members of his or her Instructional Team. (8 credit hours)

Curriculum and Texts

The educational objectives vary by program. The Master of Arts educational objectives are included on page 45. The Doctor of Arts educational objectives are included on page 50. The Doctor of Education educational objectives are included on page 55.

Syntopicon I

The term “Syntopicon” means a collection of topics. In *The Syntopicon: An Index to the Great Ideas I* and *The Syntopicon: An Index to the Great Ideas II*, there are nearly 3,000 topics parceled out among 102 ideas. The *Syntopicon* consists of three main parts: the 102 idea-chapters, a Bibliography of Additional Readings, and an Inventory of Terms. *Syntopicon I* contains Chapters 1-50 of the Great Ideas: Angel to Love. These chapters and the Inventory of Terms, taken together, are the tools the reader uses to participate in the great conversation across the centuries within the context of each idea. All 102 chapters comprise the heart of the *Syntopicon*, and each chapter has five parts: an introductory essay; an outline of topics; references to relevant works in the *Great Ideas*; cross-references to other chapters; and a list of additional readings.

Syntopicon II

Syntopicon II contains Chapters 51-102: Man to World. These chapters and the Inventory of Terms, taken together, are the tools the reader uses to participate in the great conversation across the centuries within the context of each idea. All 102 chapters comprise the heart of the *Syntopicon*, and each chapter has five parts: an introductory essay; an outline of topics; references to relevant works in the *Great Ideas*; cross-references to other chapters; and a list of additional readings. For the convenience of the reader, the authors and titles for all 102 ideas are compiled into a single alphabetical list in the Bibliography of Additional Readings in the *Syntopicon* Volume 2. The Bibliography provides authors’ full names, complete book titles, and dates of publication. *Syntopicon II* also contains an Inventory of Terms, an alphabetically arranged glossary offering an additional 2,000 concepts on which to draw.

The Great Conversation: A Reader’s Guide to the Great Books of the Western World

The Great Conversation contains Contents of *Great Books of the Western World*; A Chronology of the Great Authors; *The Great Conversation Revisited*, Mortimer J. Adler; *The Contributions of the 20th Century*, Clifton Fadiman; *The Great Conversation* (excerpts), Robert M. Hutchins; Suggestions to Readers of the Great Books; The Author-to-Author Index; The Author-to-Idea Index; Ten Years of Reading in the Great Books; and The Great Ideas.

The following courses may be taken at the master’s or doctoral level.

Volume 3 Homer

Enormously influential on the culture of the ancient Greeks and the subsequent development of the Western cultural canon, Homer’s epic poems *The Iliad* and *The Odyssey* are the focus of this course. The *Syntopicon* cites Homer in no less than fifty-one of the great ideas, and students of this volume will find it to be a timeless depiction of the human condition. (4 credit hours)

Volume 4 Aeschylus, Sophocles, Euripides, Aristophanes

This course concentrates on selected plays from Aeschylus, Sophocles, Euripides, and Aristophanes. Plays included in the course include *Agamemnon*, *Oedipus the King*, *Antigone*, *The Medea*, *The Trojan Women* and *Lysistrata*, among others. These Greek plays provide the

cultural framework to examine the sense of shared identity among all Greek city-states and people. (4 credit hours)

Volume 5 Herodotus, Thucydides

This course concentrates on selected works of Herodotus and Thucydides. This course examines the era of the Persian and Peloponnesian wars and classical Athens as described in Herodotus' *The History* and Thucydides' *The History of the Peloponnesian War*. (4 credit hours)

Volume 6 Plato

This course concentrates on selected works of Plato, which include *The Republic*, *Charmides*, *Lysis*, *Laws*, *Timaeus*, *Crito*, *Symposium*, *Apology* and *Laches*, among others. This course offers insight into the dialogic structure of Platonic argumentation and gives insight into the depths of reflection opened up by Socrates and Plato—one of the most important teacher-student pairings in the history of Western culture. (4 credit hours)

Volume 7 Aristotle I

This course concentrates on selected works of Aristotle, which include *Categories*, *On Interpretation*, *Logic*, *On Dreams*, *Physics*, *On the Heavens* and *Metaphysics*. It is important for any student to grasp the Aristotelian view of the natural world. (4 credit hours)

Volume 8 Aristotle II

This course concentrates on selected works of Aristotle, which include Aristotle's *History of Animals*, *On Poetics*, *Rhetoric*, *Nicomachean Ethics*, and *Politics*. This course can be taken either to continue the investigation of Aristotelian thought begun in Aristotle I, or as a stand-alone course. (4 credit hours)

Volume 9 Hippocrates, Galen

This course concentrates on selected works of Hippocrates and Galen. Hippocrates was a well-known practitioner and teacher of medicine. For succeeding generations, Hippocrates was considered the ideal physician, as evidenced in the works of Galen, who never lost sight of the Hippocratic teachings. Course readings include Hippocrates' *The Oath*, *The Law* and *On the Sacred Disease* and Galen's *On the Natural Faculties*. (4 credit hours)

Volume 10 Euclid, Archimedes, Nicomachus

This course concentrates on selected works of Euclid, Archimedes, and Nicomachus of Gerasa. Through the works of these authors, fundamental ideas and principles that make mathematics such a wondrous and powerful way of thinking come to life. With the study of the thirteen books of Euclid's *Elements*, Archimedes' writings and Nicomachus' *Introduction to Arithmetic*, students learn "why things are" in mathematics. (4 credit hours)

Volume 11 Lucretius, Epictetus, Marcus Aurelius, Plotinus

This course concentrates on selected works of the philosophers Lucretius, Epictetus, Marcus Aurelius, and Plotinus. In this course the student will consider Lucretius' *The Way Things Are*, Epictetus' *The Discourses*, Marcus Aurelius' *The Meditations* and Plotinus' *The Six Enneads*. (4 credit hours)

Volume 12 Virgil

This course concentrates on selected works of Virgil, the most celebrated poet of his day and

author of *The Aeneid*, the great epic of the Trojan War. In addition to *The Aeneid*, students consider Virgil's *The Eclogues* and *The Georgics*. (4 credit hours)

Volume 13 Plutarch

This course concentrates on the works of Plutarch, an ancient Greek biographer noted for his ethical insights. This course explores Plutarch's major work, *The Lives of the Noble Grecians and Romans*. Students learn of Plutarch's historical biographies of important historical figures such as Romulus, Pericles, Pompey, Lycurgus, Marcus Cato, Aristides, Caesar and Alexander. (4 credit hours)

Volume 14 Tacitus

This course concentrates on selected works of P. Cornelius Tacitus, an important early Roman historian. The course includes the study of his works, *The Annals* and *The Histories*. (4 credit hours)

Volume 15 Ptolemy, Copernicus, Kepler

This course concentrates on selected works of early Western scientists. The course explores the history of astronomy, including the contributions made by Ptolemy, Nicolas Copernicus, and Johannes Kepler. The works studied include Ptolemy's *The Almagest*; Nicolas Copernicus' *On the Revolutions of the Heavenly Spheres*, and selections from Johannes Kepler's *Epitome of Copernican Astronomy* and *The Harmonies of the World*. (4 credit hours)

Volume 16 Augustine

This course concentrates on selected works of Saint Augustine, which include *The Confessions*, *The City of God*, and *On Christian Doctrine*. Through this course the student will discover how Augustine gained profound influence as both a Church father and a Christian Platonist philosopher. (4 credit hours)

Volume 17 Aquinas I

This course concentrates on *The Summa Theologica*, Saint Thomas Aquinas's major work. Thomas Aquinas was one of the true giants of Christian thought, and of Western philosophy in general. (4 credit hours)

Volume 18 Aquinas II

This course continues to concentrate on *The Summa Theologica*, Saint Thomas Aquinas's major work. This course offers the opportunity to gain a deeper understanding of the rich intellectual legacy of the philosopher and theologian, Thomas Aquinas. Students may take this course either as a continuation of the study of Thomas Aquinas in Volume 17 Aquinas I, or as a stand-alone course. (4 credit hours)

Volume 19 Dante, Chaucer

This course concentrates on selected works of Dante Alighieri and Geoffrey Chaucer. Students investigate Dante's *The Divine Comedy*—the epic journey through the intricate byways of Hell, Purgatory, and Paradise—in its entirety. Moreover, the course considers Geoffrey Chaucer's *Troilus and Criseyde*, and the *Canterbury Tales* in its entirety—works in which Chaucer gives the fullest measure of brilliance to both comedy and tragedy alike. (4 credit hours)

Volume 20 Calvin

This course concentrates on selections from *Institutes of the Christian Religion* by John Calvin, one of the greatest leaders and theologians of the Protestant Reformation. (4 credit hours)

Volume 21 Machiavelli, Hobbes

This course concentrates on selected works of Nicolò Machiavelli, the Italian political philosopher of the Renaissance, and Thomas Hobbes, a seventeenth-century British political philosopher. This course explores Machiavelli's influential *The Prince*, and Hobbes' crucial work *Leviathan, or Matter, Form, and Power of a Commonwealth Ecclesiastical and Civil*. (4 credit hours)

Volume 22 Rabelais

This course concentrates on selected works of François Rabelais, a French writer of the sixteenth century known for his grotesque and bawdy humor. This course explores his famous *Gargantua and Pantagruel*. (4 credit hours)

Volume 23 Erasmus, Montaigne

This course concentrates on selected works of Desiderius Erasmus, the scholarly writer, editor, and translator, and Michel Eyquem de Montaigne, who established the informal essay as a major literary form. The selected works explored in this course include Erasmus' *Praise of Folly* and Montaigne's *The Essays*. (4 credit hours)

Volume 24 Shakespeare I

This course concentrates on selected works of William Shakespeare, his works being among the most breathtaking and endlessly fascinating works ever written or performed. The selections in this course include *King Henry the Sixth*, *The Comedy of Errors*, *The Taming of the Shrew*, *Romeo and Juliet*, *The Merchant of Venice*, *Much Ado About Nothing*, *Julius Caesar*, *As You Like It*, *Love's Labour's Lost*, *The Life of King Henry the Fifth* and *A Midsummer-Night's Dream*. (4 credit hours)

Volume 25 Shakespeare II

This course continues the examination of William Shakespeare's dramatic works. This course may be taken either as a continuation of Shakespeare I or as a stand-alone course. Plays explored in this course include *Twelfth Night*, *Hamlet*, *The Merry Wives of Windsor*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *The Tempest* and *All's Well That Ends Well*. (4 credit hours)

Volume 26 Gilbert, Galileo, Harvey

This course concentrates on selected works of William Gilbert, Galileo Galilei, and William Harvey, all late sixteenth- and early seventeenth-century natural scientists. The selected works include Gilbert's *On the Loadstone and Magnetic Bodies*, Galileo's *Dialogues Concerning the Two New Sciences*, and Harvey's *On the Motion of the Heart and Blood in Animals*, *On the Circulation of the Blood*, and *On the Generation of Animals*. (4 credit hours)

Volume 27 Cervantes

This course concentrates on Miguel de Cervantes' famous novel, *The History of Don Quixote de la Mancha*, widely regarded as the first novel ever written. Students will read the entire novel, an important feat for any liberally educated student. (4 credit hours)

Volume 28 Bacon, Descartes, Spinoza

This course concentrates on selected works of the philosophers Francis Bacon, René Descartes, and Benedict de Spinoza. Readings in this course include: Bacon's *Advancement of Learning*, *Novum Organum* and *New Atlantis*; Descartes' *Rules for the Direction of the Mind*, *Discourse on the Method*, *Meditations on First Philosophy*, *Objections Against the Meditations and Replies*, and *The Geometry*; and Spinoza's *Ethics*. (4 credit hours)

Volume 29 Milton

This course concentrates on selected works of John Milton, which include *Paradise Lost*, *English Minor Poems*, *Samson Agonistes*, and *Areopagitica*. (4 credit hours)

Volume 30 Pascal

This course concentrates on selected works of Blaise Pascal, one of the greatest mathematical and scientific geniuses of the seventeenth century, who is also famous for his philosophical views. The selected works include *The Provincial Letters*, *Pensées*, *Treatise on the Arithmetical Triangle*, *On Geometrical Demonstrations*, *Account of the Great Experiment Concerning the Equilibrium of Fluids*, and *Correspondence with Fermat on the Theory of Probabilities*. (4 credit hours)

Volume 31 Molière, Racine

This course concentrates on selected works of Molière and Jean Racine, both seventeenth-century French authors. The selected works from Molière include: *The School for Wives*, *The Critique of the School for Wives*, *Tartuffe*, *Don Juan*, *The Miser*, *The Would-be Gentleman*, and *The Would-be Invalid*. Racine's *Berenice* and *Phaedra* are also considered in this course. (4 credit hours)

Volume 32 Newton, Huygens

This course concentrates on selected works of Isaac Newton, who brought the foundations of physics into the form that remains the starting point today for every student of science, and Christiaan Huygens, the mathematician, astronomer and scientific researcher. The selected works include Newton's *Mathematical Principles of Natural Philosophy*, and *Optics*, as well as Huygens' *Treatise on Light*. (4 credit hours)

Volume 33 Locke, Berkeley, Hume

This course concentrates on selected works of the philosophers John Locke, George Berkeley, and David Hume. Locke's writings that are included in this course include: *An Essay Concerning Human Understanding*, *Concerning Civil Government*, *Second Essay*, and *A Letter Concerning Toleration*. Berkeley's *Principles of Human Knowledge* and Hume's *An Enquiry Concerning Human Understanding* are also covered in this course. (4 credit hours)

Volume 34 Swift, Voltaire, Diderot

This course concentrates on selected works of three important Enlightenment authors—Jonathan Swift, Voltaire, and Denis Diderot. Swift's *Gulliver's Travels*, Voltaire's *Candide*, and Diderot's *Rameau's Nephew* are all considered in this course. (4 credit hours)

Volume 35 Montesquieu, Rousseau

This course concentrates on selected works of Charles de Secondat, Baron of Montesquieu, a French political philosopher, and Jean Jacques Rousseau, one of the leading figures of Enlightenment philosophy. The selected works include Montesquieu's *The Spirit of Laws* and

Rousseau's *Discourse on the Origin of Inequality*, *Discourse on Political Economy* and *The Social Contract*. (4 credit hours)

Volume 36 Adam Smith

This course concentrates on the works of Adam Smith, a Scottish scholar of the eighteenth century whose ideas about economics led to the growth of modern capitalism. The work explored in this course has profoundly affected the course of world history—*An Inquiry into the Nature and Causes of the Wealth of Nations*. (4 credit hours)

Volume 37 Gibbon I

This course concentrates on the major work of the historian Edward Gibbon. The course concentrates on the first forty chapters of his fundamental work, *The Decline and Fall of the Roman Empire*. (4 credit hours)

Volume 38 Gibbon II

This course continues to concentrate on Edward Gibbon's *The Decline and Fall of the Roman Empire*. In this course, the student focuses on the last thirty chapters of this important historical work. This course may be taken after having studied Gibbon I or as a stand-alone course. (4 credit hours)

Volume 39 Kant

This course concentrates on the works of Immanuel Kant, an eighteenth-century German philosopher and a giant of philosophical modernity. The course focuses on his three best-known works: *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgment*. Other readings in this course include Kant's *Fundamental Principles of the Metaphysics of Morals*, *General Introduction to the Metaphysics of Morals*, and *The Science of Right*. (4 credit hours)

Volume 40 American State Papers, Federalist, J.S. Mill

This course concentrates on fundamental political documents and philosophers of the late eighteenth and nineteenth centuries. Readings for this course include *The Declaration of Independence*, *The Articles of Confederation*, and *The Constitution of the United States of America*, as well as *The Federalist* by Alexander Hamilton, James Madison, and John Jay. Finally, the course considers John Stuart Mill's *On Liberty*, *Representative Government*, and *Utilitarianism*. (4 credit hours)

Volume 41 Boswell

This course concentrates on the work of James Boswell, a Scottish author of the eighteenth century. This course explores the work Boswell is best known for, his biography *The Life of Samuel Johnson LL.D.* (4 credit hours)

Volume 42 Lavoisier, Faraday

This course concentrates on selected works of Antoine Laurent Lavoisier and Michael Faraday, two of the founders of modern science. The selected works include Lavoisier's *Elements of Chemistry* and Faraday's *Experimental Researches in Electricity*. (4 credit hours)

Volume 43 Hegel, Kierkegaard, Nietzsche

This course concentrates on selected works of the three philosophers, Georg Wilhelm Friedrich Hegel, Søren Kierkegaard, and Friedrich Nietzsche. Students read Hegel's *The Philosophy of*

Right and The Philosophy of History, as well as Kierkegaard's *Fear and Trembling* and Nietzsche's *Beyond Good and Evil*. (4 credit hours)

Volume 44 Tocqueville

This course concentrates on the first impartial study of institutions in the United States, found in the works of Alexis de Tocqueville. The course explores *Democracy in America*, one of the best accounts of the early United States and of the nature and character of its democracy. (4 credit hours)

Volume 45 Goethe, Balzac

This course concentrates on selected works of Johann Wolfgang von Goethe and Honoré de Balzac. Goethe, a German author of the late eighteenth and early nineteenth centuries, greatly influenced European literature. Balzac, a French author of the early nineteenth century, portrayed the complexity of the society of France in his time. The selected works include both parts of Goethe's *Faust* and Balzac's *Cousin Bette*. (4 credit hours)

Volume 46 Austen, George Eliot

This course concentrates on selected works of Jane Austen—known for her witty irony and perceptive comments about people and their social relationships—and George Eliot, the pen name of Mary Ann Evans, who was one of the greatest and most learned of Victorian novelists. The selected works include Austen's *Emma* and Eliot's *Middlemarch*. (4 credit hours)

Volume 47 Dickens

This course concentrates on Charles Dickens' *Little Dorrit*, a classic text from one of the most popular novelists and entertainers of the nineteenth century. *Little Dorrit* has been praised for its great artistry, subtlety, and fully developed plots. (4 credit hours)

Volume 48 Melville, Twain

This course concentrates on selected works of two of the most important American authors of the nineteenth century, Herman Melville and Mark Twain. The selected works include Melville's *Moby Dick; or The Whale*, and Twain's *Adventures of Huckleberry Finn*. (4 credit hours)

Volume 49 Darwin

This course concentrates on the two most important writings of the natural scientist and proponent of evolutionary theory, Charles Darwin. These writings, *The Origin of Species by Means of Natural Selection* and *The Descent of Man and Selection in Relation to Sex*, are of supreme importance to the understanding of contemporary science. (4 credit hours)

Volume 50 Marx

This course concentrates on selected works of Karl Marx and Friedrich Engels, German scholars of the nineteenth century and co-founders of Marxism, the fundamental theory of Communism. The selected works include Marx's *Capital* and Marx's and Engels' *Manifesto of the Communist Party*. (4 credit hours)

Volume 51 Tolstoy

This course concentrates on nineteenth-century Russian author Leo Tolstoy's monumental work, *War and Peace*. One of the most significant novels in literary history, *War and Peace* captures the lives of diverse characters amidst the tumultuous backdrop of the Napoleonic wars. (4 credit hours)

Volume 52 Dostoevsky, Ibsen

This course concentrates on selected works of Fyodor Mikhailovich Dostoevsky, a Russian author, and Henrik Ibsen, a Norwegian playwright. Both of these nineteenth-century authors are known for treating social and political themes in their works. This course explores Dostoevsky's *The Brothers Karamazov* as well as several of Ibsen's most important plays, including *A Doll's House*, *The Wild Duck*, *Hedda Gabler*, and *The Master Builder*. (4 credit hours)

Volume 53 William James

William James was an American philosopher and psychologist of the late nineteenth and early twentieth centuries. This course centers on his foundational work, *The Principles of Psychology*, which details James's influential theories and insights in the field of psychology, delving into topics such as consciousness, perception, emotions, and the self. (4 credit hours)

Volume 54 Freud

This course concentrates on selected works of Sigmund Freud, a physician in Vienna, Austria in the late nineteenth and early twentieth centuries. Freud is most famous for having founded psychoanalysis and for developing the theory of the Oedipus complex. This course explores the major works of Sigmund Freud, including: *The Origin and Development of Psychoanalysis*, *Selected Papers on Hysteria*, *The Interpretation of Dreams*, *Instincts and Their Vicissitudes*, *A General Introduction to Psychoanalysis*, *Beyond the Pleasure Principle*, and *Civilization and Its Discontents*. (4 credit hours)

Volume 55 Twentieth Century Philosophy and Religion

This course investigates the fundamental texts of twentieth-century philosophical and religious thought. Students read a variety of texts in this course: William James' *Pragmatism*, Henri Bergson's *An Introduction to Metaphysics*, John Dewey's *Experience and Education*, Alfred North Whitehead's *Science and the Modern World*, Bertrand Russell's *The Problem of Philosophy*, Martin Heidegger's *What Is Metaphysics?*, Ludwig Wittgenstein's *Philosophical Investigations*, and Karl Barth's *The Word of God and the Word of Man*. (4 credit hours)

Volume 56 Twentieth Century Natural Science

This course concentrates on selected works from the twentieth century concerning theory and investigation in the natural sciences. The texts considered in this course are: Henri Poincaré's *Science and Hypothesis*, Max Planck's *Scientific Autobiography and Other Papers*, Alfred North Whitehead's *An Introduction to Mathematics*, Albert Einstein's *Relativity: The Special and the General Theory*, Sir Arthur Eddington's *The Expanding Universe*; Niels Bohr's *Selections from Atomic Theory and The Description of Nature*; G.H. Hardy's *A Mathematician's Apology*; Werner Heisenberg's *Physics and Philosophy*; Erwin Schrodinger's *What is Life?*; Theodosius Dobzhansky's *Genetics and the Origin of Species*, and C.H. Waddington's *The Nature of Life*. (4 credit hours)

Volume 57 Twentieth Century Social Science I

This course concentrates on selected works from important twentieth-century economists: Thorstein Veblen's *The Theory of the Leisure Class*, R.H. Tawney's *The Acquisitive Society*, and John Maynard Keynes' *The General Theory of Employment, Interest and Money*. (4 credit hours)

Volume 58 Twentieth Century Social Science II

This course concentrates on works from important twentieth-century social scientists. Course readings include writings in anthropology, history, and sociology: selections from James George

Frazer's *The Golden Bough*, selections from Max Weber's *Essays in Sociology*, Johan Huizinga's *The Waning of the Middle Ages*, and selections from Claude Levi-Strauss's *Structural Anthropology*. A student may take this course after having studied Twentieth Century Social Sciences I or as a stand-alone course. (4 credit hours)

Volume 59 Twentieth Century Imaginative Literature I

This course concentrates on some of the most influential works of imaginative literature in the twentieth century: Henry James' *The Beast in the Jungle*, Bernard Shaw's *Saint Joan*, Joseph Conrad's *Heart of Darkness*, Anton Chekhov's *Uncle Vania*, Luigi Pirandello's *Six Characters in Search of an Author*, Marcel Proust's "Swann in Love" from *Remembrance of Things Past*, Willa Cather's *A Lost Lady*, Thomas Mann's *Death in Venice*, and James Joyce's *A Portrait of the Artist as a Young Man*. (4 credit hours)

Volume 60 Twentieth Century Imaginative Literature II

This course also concentrates on some of the most influential works of imaginative literature in the twentieth century: Virginia Woolf's *To the Lighthouse*, Franz Kafka's *The Metamorphosis*, D.H. Lawrence's *The Prussian Officer*, T.S. Eliot's *The Waste Land*, Eugene O'Neill's *Mourning Becomes Electra*, F. Scott Fitzgerald's *The Great Gatsby*, William Faulkner's *A Rose for Emily*, Bertolt Brecht's *Mother Courage and Her Children*, Ernest Hemingway's *The Short Happy Life of Francis Macomber*, George Orwell's *Animal Farm*, and Samuel Beckett's *Waiting for Godot*. This course may be taken after having studied Twentieth Century Imaginative Literature I or as a stand-alone course. (4 credit hours)

Omnibus Courses

Students may, as part of their approved Program of Study, design omnibus courses that use texts from outside the *Great Books of the Western World* set. Up to half of the student-designed courses in a master's program or doctoral concentration may be omnibus credits. Useful primary sources can be found in the *Syntopicon*'s list of additional readings and Oxford's Very Short Introduction series, as well as offerings from reputable publishers like Oxford University Press, Penguin Random House, and W.W. Norton & Company. More detail and guidance on selecting omnibus readings is available during the Great Conversation course. **Please note that an omnibus course fee may apply.**

Continuing Professional Education

Harrison Middleton University offers continuing education units in humanities for continuing professional education courses and programs designed by Harrison Middleton University as well as from several partner organizations. Applicants for CEUs taken from partner organizations will be asked to provide a certificate of completion for the course(s) taken. The course length and content will be assessed by Harrison Middleton University before units are awarded. Please see hmu.edu/continuing-education-programs for the latest professional continuing education courses being offered at Harrison Middleton University.

Continuing education units are also available for students who want to enhance their academic skills for postsecondary education and/or to prepare for the College Level Examination Program (CLEP) or General Education Development (GED) tests.

Languages

In addition to the study of the Great Idea of Language, Harrison Middleton University offers languages through the Rosetta Stone program for continuing education units:

ARAB 101: Arabic Level One	GER 501: German Level Five
ARAB 201: Arabic Level Two	GRE 101: Greek Level One
ARAB 301: Arabic Level Three	GRE 201: Greek Level Two
CHI 101: Chinese Level One	GRE 301: Greek Level Three
CHI 201: Chinese Level Two	HEB 101: Hebrew Level One
CHI 301: Chinese Level Three	HEB 201: Hebrew Level Two
DAN 101: Danish Level One	HEB 301: Hebrew Level Three
DUT 101: Dutch Level One	HIN 101: Hindi Level One
DUT 201: Dutch Level Two	HIN 201: Hindi Level Two
DUT 301: Dutch Level Three	HIN 301: Hindi Level Three
AME 101: English (American) Level One	IND 101: Indonesian Level One
AME 201: English (American) Level Two	IRI 101: Irish Level One
AME 301: English (American) Level Three	IRI 201: Irish Level Two
AME 401: English (American) Level Four	IRI 301: Irish Level Three
AME 501: English (American) Level Five	ITA 101: Italian Level One
BRI 101: English (British) Level One	ITA 201: Italian Level Two
BRI 201: English (British) Level Two	ITA 301: Italian Level Three
BRI 301: English (British) Level Three	ITA 401: Italian Level Four
FIL 101: Filipino (Tagalog) Level One	ITA 501: Italian Level Five
FIL 201: Filipino (Tagalog) Level Two	JPN 101: Japanese Level One
FIL 301: Filipino (Tagalog) Level Three	JPN 201: Japanese Level Two
FRE 101: French Level One	JPN 301: Japanese Level Three
FRE 201: French Level Two	KOR 101: Korean Level One
FRE 301: French Level Three	KOR 201: Korean Level Two
FRE 401: French Level Four	KOR 301: Korean Level Three
FRE 501: French Level Five	LAT 101: Latin Level One
GER 101: German Level One	LAT 201: Latin Level Two
GER 201: German Level Two	LAT 301: Latin Level Three
GER 301: German Level Three	PAS 101: Pashto Level One
GER 401: German Level Four	PER 101: Persian Level One

PER 201: Persian Level Two
 PER 301: Persian Level Three
 POL 101: Polish Level One
 POL 201: Polish Level Two
 POL 301: Polish Level Three
 POR 101: Portuguese Level One
 POR 201: Portuguese Level Two
 POR 301: Portuguese Level Three
 RUS 101: Russian Level One
 RUS 201: Russian Level Two
 RUS 301: Russian Level Three
 SPA 101: Spanish (Latin America) Level One
 SPA 201: Spanish (Latin America) Level Two
 SPA 301: Spanish (Latin America) Level Three
 SPA 401: Spanish (Latin America) Level Four

SPA 501: Spanish (Latin America) Level Five
 SPA 101: Spanish (Spain) Level One
 SPA 201: Spanish (Spain) Level Two
 SPA 301: Spanish (Spain) Level Three
 SPA 401: Spanish (Spain) Level Four
 SPA 501: Spanish (Spain) Level Five
 SWA 101: Swahili Level One
 SWE 101: Swedish Level One
 SWE 201: Swedish Level Two
 SWE 301: Swedish Level Three
 THI 101: Thai Level One
 TUR 101: Turkish Level One
 TUR 201: Turkish Level Two
 TUR 301: Turkish Level Three
 VTN 101: Vietnamese Level One
 VTN 201: Vietnamese Level Two
 VTN 301: Vietnamese Level Three
 WEL 101: Welsh Level One

If students would like to obtain undergraduate college credit, they may take the College-Level Examination Program (CLEP) exams currently available for Spanish, French, and German (<https://clep.collegeboard.org/clep-exams>).

Continuing Education Diploma in Humanities Program

The Continuing Education Diploma in Humanities Program provides an opportunity for a student not seeking a degree to study in-depth specific ideas and authors in a liberal arts and sciences educational setting. The program consists of 30 continuing education units in humanities with emphasis in imaginative literature, natural science, philosophy and religion, and social science. The program includes reading and discussion which may be selected from Great Books Foundation anthologies, the *Great Books of the Western World*, and other works by authors listed in the Bibliography of Additional Readings. Selections may be available in many popular editions or collections such as Penguin Modern Library Classics and Penguin Nonfiction Classics (penguinclassics.com). Prices vary by selection. Students can work with their Mentor to choose editions of harder-to-find texts not available in Penguin paperbacks.

Fees – Continuing Education Diploma in Humanities Program

Application Fee

Every application for admission to Harrison Middleton University must be accompanied by a \$50.00 application fee. If the university does not accept the enrollment agreement, the fees will be refunded.

Enrollment Fee

Enrollment into the Harrison Middleton University Continuing Education Diploma Program must be accompanied by a \$50.00 (one-time) Continuing Education enrollment fee. This one-time fee is paid upon enrollment in the student's first course.

Technology Fee

Enrollment into Harrison Middleton University's Continuing Education Diploma Program must be accompanied by a \$150.00 (one-time) technology fee. This fee is paid upon enrollment in the student's first course.

Continuing Education Diploma in Humanities Program Tuition Schedule

The continuing education tuition schedule is \$95.00 per continuing education unit (CEU). Students pay by the course. Payment is due upon enrollment. Tuition must be paid in U.S. currency by check, money order, or credit card.

Other General Service Fees

Omnibus Fee for Film/Outside Readings per CEU	\$100.00
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CBIZ has conducted all accounting and
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